

# Sierra Educational News

Official Journal of  
California Teachers Association

## Index to Volume 30 1934

ROY W. CLOUD.  
*State Executive Secretary*  
155 SANSOME STREET, SAN FRANCISCO

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S65



PUBLISHER'S BINDING

CALIFORNIA TEACHERS ASSOCIATION

# SIERRA EDUCATIONAL NEWS

**W**HOLE SOME and abundant living for individuals includes much more than the three R's. School life must include the variety of typical situations found outside the school walls if its work is to be effective.

The clamor for an economy ~~that~~ is identified with closing schools, dismissing teachers, and lopping off the enriched activities through which schools strive to meet the demands of the nation in moving to higher goals, must be resisted.

American public education must become an organized movement for continuous, life-long education in the realities of our common life—social, economic, political, and cultural. — Willard E. Givens, President, California Teachers Association.

*Please answer Tenure Questionnaire pages 13-16*



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# SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

Willard E. Givens.....President

Roy W. Cloud.....State Executive Secretary

Vaughan MacCaughey, Editor

Volume 30



JANUARY 1934

Number 1

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# TRAVEL SECTION

## Ten Days on a Bicycle In Belgium, Holland, and Germany

EARL M. LINHOLM  
*Calxico Union High School*

ON a somewhat unplanned trip through Europe, I chanced to make the acquaintance of Jack Spann, a teacher from the East, who had ideas identical with mine as to how Europe should be seen. Consequently, with such a complete meeting of minds, our plans soon changed to action.

On being presented to the owners and operators of Francois Arys bicycle-shop at Rue du Montenegro 169, Bruxelles-Midi, we were promised the use of two bicycles for an undetermined period during which we were to traverse Belgium and other foreign lands of our choosing. The bicycles were equipped with carriers for baggage, tools for repairing and upright handle-bars. The rental price was set at seven francs a day (about 21 cents) and after making a deposit of thirty francs each, we set forth.

In planning the trip our decision lay between seeing western Belgium and the battle-fields of northern France, or Holland and Germany to the north and east. The latter proved to have the greatest lure for us since we could visit an additional country. We equipped ourselves with the famous Michelin maps, which to any overland traveller in Europe, are invaluable. Every point of interest for the traveller is marked along with distances, grades, and the type of landscape.

Our course lay across the city of Brussels, through which we bicycled with great difficulty, due to the rough cobble-stone streets, our springless bicycle seats, and brakes which operated from handle-bar

levers. This latter device is found on all European bicycles and gives the bicycle a free-wheeling action. Any backward pressure on the foot-pedals only results in a free reverse circular movement of the pedals and a chagrined rider who helplessly glides on until the hand-levers are called into play.

Leaving Brussels at noon we proceeded northward, finding the cinder bicycle paths which parallel the roads, smooth and easy to follow although the road-signs soon changed to Flemish, the language spoken in northern Belgium. We reached Antwerp at dinner time and spent the next day seeing Antwerp on foot, having checked our bicycles at our hotel.

The next day found us on the road bright and early. From Antwerp we proceeded northward and arrived at the border of Holland where immigration officials admitted us only after making certain that we were not vagrants. Moving on to Breda, we turned east, travelling through the most beautiful country-side one might see anywhere in Europe. For a few hours it seemed as though we were in a paradise, gliding along on cement bicycle paths through verdant pasture-lands, with here and there a

beautiful country estate. We were in Holland, where cleanliness is the first law of the land; where in some towns the streets are washed with soap and water.

About the middle of the afternoon rain caused us to seek shelter in a cafe at Eindhoven, where for several hours we were curiosities for all who came and went. The old proprietor of the cafe, learning that we were Americans, pointed this fact out to everybody who came in; and with those who could command a little English, we exchanged greetings. We asked our friend the proprietor about lodgings in town. He offered to go several blocks up the street in the rain to inquire at a hotel.



*The fabulous cities of Europe teem with interest to American school teachers*

leaving the cafe in our hands. The general hospitality, coupled with the sincerity of the people, makes Holland an ideal place for the American traveller.

The rain abated before nightfall. We started on our way only to be caught in another heavy down-pour through which we continued to ride, arriving in Weert thoroughly drenched. By the time we entered the town, darkness had fallen; the rain still persisted. Had anyone in Weert looked out that night, he would have seen two dark figures on bicycles, who, fighting the rain as they moved through the narrow streets, sought shelter, much as two alley cats might do.

Near the town square we found an inn-keeper and his wife who were glad to have guests on so stormy a night, especially guests from far away America. We were soon enjoying a fire-side dinner, a dinner the kind of which can be prepared only by the Dutch. We then spent a jolly evening with our new friends, jolly because we attempted to sign the register which called for much data but which was written in Dutch. Using the usual sign-language along with a few understandable words, the four of us were able to complete the record, I hope to the satisfaction of the police, who in most European cities demand such information.

The next morning for breakfast, desiring eggs and not knowing the word in Dutch we drew a circle the size of a fried egg, inserted a smaller one for the yolk, held up two fingers, and forthwith fried eggs were brought in. Waving farewell to our friends, we departed eastward. We soon crossed the Meuse river and skirting the city of Roermond, we entered a thickly-wooded region and came to the border of Germany.

A GERMAN officer in green uniform, at a single glance, waved us on through the gate. Here we stopped to secure German money at a little border cafe. Noticing a number of people standing about, most of them appearing to be cyclists, we soon realized we were somewhat the center of attraction. Inviting their acquaintanceship we soon found ourselves surrounded by 30 or 40 people. From whence they all came we knew not. They first thought we were English, as everyone else had; but on learning that we were from America, they were more than pleased.



Particularly significant in European cities are the magnificent bridges, inspiring cathedrals, and art galleries

After exchanging ideas so far as it was possible in a semi-sign language, they posed for a snapshot. With many kind words for a pleasant journey, a hurrah, and auf wiedersehen, we were on our way. After pedaling for ten minutes, we turned about to find that a dozen or more of our new friends were coming up to see us safely into Glad-

back, our next stop. Such was our reception by the Germans.

Having left Holland, we found that we had also left the level country which is so pleasant to the cyclist. For the remainder of the trip we were destined to follow the process of peddling up hill and coasting down.

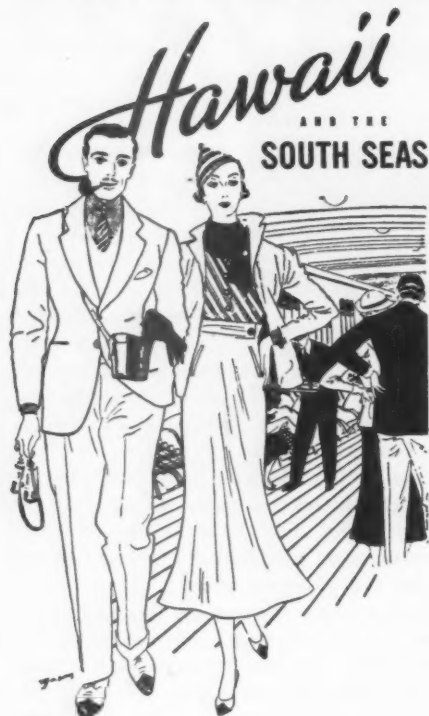
That evening we had our first glimpse of the Rhine river which we crossed upon entering Dusseldorf. To ride through such a city, with automobiles and street cars crowding the way, is no easy task. Since we spoke no German, we were forced to ride until we finally came to a hotel.

The one thing that impressed us in Germany was the great number of American-made products; American-made motor-cars lined the streets; American motion-pictures were widely advertised; kodaks, drugs, and automobile accessories of all kinds were offered for sale; even American five and ten-cents stores are found in many German cities.

Next day we enjoyed a beautiful trip along the right bank of the Rhine, southward to Cologne. This being in the industrial section of Germany, we passed innumerable factories, mostly located some distance from the cities. The German people believe that in order to keep the cities clean, factories should be located out from the cities, to which the workers might have access by bicycle.

Upon arriving in Cologne, we moved through busy streets toward the cathedral whose spires we had seen for miles. We spent the remainder of the day enjoying this beautiful structure, one of the finest examples of Gothic architecture. The thousand of spires that point heavenward seem to give the impression of a structural lightness, which, added to its beauty and grace of lines, has that awe-inspiring effect. All evening we sat facing the facade, trying to live in a few hours the centuries of Christian progress that had inspired such effort.

On the morning following, we departed west-



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ward for Aachen, Liege, Louvain, and Brussels. Travelling 40 miles we came in the evening to Aachen, (Aix-la-Chapelle), arriving only 1119 years too late to visit Charlemagne and his court. Next day we proceeded to Liege, Belgium, following the same road used by the German troops on their march into Belgium during August 1914. Evidence of this march we found painted on the front of a peasant home, "Berlin-Paris, Hurrah! Hurrah! Deutschland."

**L**IEGE, located on the Meuse river, is surrounded by strongly fortified hills. As we coasted into the city, we passed these fortifications discernible by iron turrets that appeared to cap the ridges at certain intervals. Now and then we could distinguish a sentry, moving back and forth, silhouetted against the sky. Our thoughts went back to 1914 when for days this very country-side was the scene of destruction and death.

Tired and weary, as we usually were at night, we immediately found lodging and retired. Early next morning we were on our way westward, finding that our first task was to climb out of the city to the level of the country about. As we paused at the bottom of what proved to be our last steep hill, a coal-truck came up slowly. The temptation was too great! We each caught on the truck with one hand and found ourselves moving slowly up-hill.

Just as we were about to reach the top, I noticed that off to one side a group of men were gesticulating in a somewhat furious fashion and pointing ahead to a street intersection where I noticed a police officer. We immediately let go and peddled to the corner. The officer in his blue uniform and white helmet beckoned us his way as we wondered what the police station would be like and such other things as our imaginations hurriedly called forth.

Speaking rapidly in French, in a half-angry tone, the officer proceeded to tell us a few things. After several minutes of this he ended up by asking a question to which my friend Jack replied in a weak voice, "No speak French." With a look half-disgust and half-contempt, the officer waved us on our way. Thus, the possible adventure that we might have had was gone!

After an hour or two, at the mention of California, we suddenly developed a craving for oranges. Stopping in the next village, we sought a market. Selecting two oranges, we were pleasantly thrilled to find a blue stamp on each, "Sun-kist." Never before or since has an orange tasted so good!

We thought more evidences of the war would



be in evidence, but found most everything rebuilt. On noticing that all the buildings in a little village, Battice, were new; a Belgian boy explained that the old buildings had been torn down to the level of his arm which he extended horizontally.

### We Arrived in Louvain

**A**LTHOUGH we arrived in Louvain late for our evening meal, we found a cafe where the lady proprietress took enough interest in our welfare to fix us ham and eggs. Having fed us, she sat down at the piano and played for our benefit. I say, for our benefit, because we soon heard the familiar strains of "America."

If you can imagine yourself having been for more than a week on foreign soil, having heard only foreign tongues and having seen only foreign sights; and then unexpectedly you hear the music of "My Country 'Tis of Thee," you can realize just how we felt.

I looked up just in time to see Jack wiping the tears from his eyes. My own eggs began to fade into a scrambled appearance and for the time being, we had to give up eating, until—until the music changed to lighter strains. In our departing conversation, we learned that our hostess had taken us for Englishmen and that the music that had so thrilled us was "God Save the King!"

Louvain, we found to be entirely restored and were more than pleased to find there a beautiful new library with funds donated from America.

Next day we rode into Brussels; sought out our bicycle shop; settled our accounts of about \$2.50 each, and found that our entire trip had cost about \$17 apiece. Somebody has said that the best part of any trip is the first day home. This we found to be true.

\* \* \*

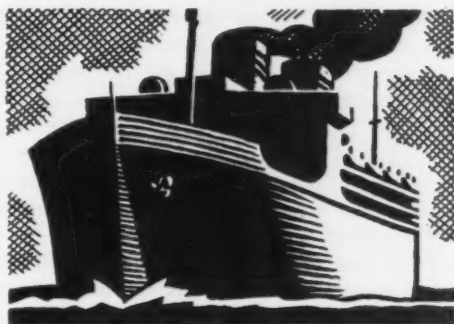
## Travel Section Contests

**C**ALIFORNIA teachers took high place in the recent Travel-Story Contests conducted by The Instructor. The many contestants submitted narratives of their vacation-travels.

Among the prize-winners were,—Lillian F. Bidwell, Ventura; Virginia Church, Los Angeles; Elizabeth R. Cook, Hollywood; Dorothy Barnhart, Whittier; Jewel Gardiner, Sacramento; Gertrude Roberts, National City; Evelyn Boudette Fairbrother, Coachella.

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## Olvera Street, Los Angeles

MARIE RABOLD, *Los Angeles*

ONE very bright and sunshiny morning, my friend and I set out to spend a few hours rambling about Olvera Street. Now this little paseo, charming in itself, presents the paradox of a very pleasant street in an unpleasant and unsavoury neighborhood.

Whether one approaches it from the north, south, east, or west, the effect is equally bad, or some might choose to say, equally picturesque. With the sun shining down bravely on us, we approached our destination from the south, walking more and more rapidly as the locality increased in picturesqueness. Fixing our eyes upon the huge carved cross that marks the southern entrance to Olvera Street, we passed the Plaza with its usual astounding number of bench occupants, and presently stood in the cool shadow of the Mexican Methodist Church which bounds the street on the east side.

From this vantage point, the paseo presents a bizarre and colorful aspect. We caught a tantalizing glimpse of the gay tints of the awninged stalls, the dull red of the jalisco pottery, the yellow and rich purple of the blown glass, the brilliant hues of the painted gourds, the fiery red of the long strings of peppers, and the deep cobalt blue of the generous portion of sky that showed above the low storied adobes.

Then we started to "do" the street in earnest. Stalls, stalls, they seemed to be everywhere—huddled against the foundations of the stores, tucked in between them, and even spilling out into the very middle of the street itself. The products offered for sale presented a startling variety.

There were all kinds of strange-looking native Mexican candies; colored liquids in tiny white cornucopias which certainly couldn't have contained more than a mouthful; a grand collection of pottery for home and garden; weird-looking cacti; miniature figures fashioned with exquisite detail; and tiny horses and riders made out of a material closely resembling heavy straw.

The native Mexican vendors were happily indifferent to our inspection of their wares, unless we desired to purchase an article; then they were all courteous attention. How refreshing not to have "May I serve you, madam?" dinned into one's ears on every side. We bought some

cactus candy at a penny a square, and munching on these luscious morsels, sauntered contentedly down the street.

Walking along the paseo on the east side, we next came almost immediately upon the historic Avila Adobe. This old, low-lying house originally contained 18 rooms and was built by Don Francisco Avila in 1818 directly facing the Plaza, which at that time lay a bit northwest of its present site. The Adobe was a commodious and luxurious home for its day and the elite of Los Angeles were welcomed in it with great hospitality.

In 1847 when the United States declared war against Mexico, and Kearney and Stockton were campaigning in this vicinity, they used the Avila Adobe as temporary headquarters, John C. Fremont later joining them there. Sturdily built as the house was, it fell prey to earthquake, storm, and the natural decay of age. It was in a pitiful state of disrepair when it was painstakingly restored several years ago largely through the efforts of Mrs. Christine Sterling.

WHEN we arrived in front of the adobe, an old Mexican with a wide-brimmed straw hat was sitting in a rocking-chair on the dilapidated porch avidly reading a newspaper. We disturbed him long enough to drop the admission price into his leathery paw, and entered, the old man following close at our heels.

Knowing that he would be much more informative if I spoke to him in his native tongue, I addressed him in Spanish. That certainly was an "open sesame." Extremely pleased with my linguistic abilities, he launched forth upon what was probably his favorite subject, a dissertation apiece on the merits of the individuals whose portraits hung on the walls. Each eulogy was closed with a wish that such people might be found among our ranks today.

After this quite lengthy preamble, he pointed out to us the original furniture of the Avila family. One huge table was fashioned out of lumber taken from cottonwood trees that grew on the



banks of the Los Angeles or Porciuncula River, as it was first called.

It was a joy to walk through the wide rooms, so cool despite the scorching heat of the day. We could not but praise the wisdom of those early builders who knew the merits of putting walls two and one-half feet between themselves and the outside atmosphere.

Each apartment contained some treasure over which to exclaim. In the parlor was a grand piano, the third one to come into California. Although it was shipped around the Horn from Germany over 100 years ago, it is in a remarkable state of preservation. I passed my fingers lightly over the keys. Its notes were thin and tinkling.

In one of the sitting-rooms we came upon a mammoth hearth, big enough to roast a whole animal. Very useful-looking utensils and pots lined the shelves above it. The very dreary kitchen possessed a metate for grinding corn, such as was used by the cook of the Avila family and is still used by the peons in Mexico. A metate is a large block of stone hollowed out like a basin.

By this time it was approaching noon. The air around the food-stalls was heavy with the odor of frying tortillas and other concoctions which we did not try to identify. Workers from nearby offices and factories were filtering in to the little street and seating themselves contentedly at tiny crude tables, covered with checked cloths, which occupied the rear portions of the stalls. One old gentleman who might easily have been the twin brother of Peter the Hermit dashed up and called out cheerily to a fat senora, "What have you got to eat to-day?" Hopeful soul, as if there would be any digression from the Mexican institution of tortillas, enchiladas, and tamales!

Since all the world seemed to be partaking of the noonday meal, we crossed over to El Paseo, a sidewalk restaurant in the continental style, and ordered what all the world of Olvera Street seemed to be eating. The dinner, when it arrived, consisted of enchiladas with hot sauce, pink beans with hot sauce, rice with hot sauce, lettuce with hot sauce, and a veritable pyramid of steaming hot tortillas on a covered plate. With the exception of the tortillas, the food was quite palatable.

These horrible Mexican flapjacks which the native rolls up so cunningly and uses as a scoop to imbibe his other food, resemble rubber-sheeting in general resistance and taste. These delicacies were quite wasted upon us. We preferred to give up the struggle with them and

(Please turn to Page 56)

## Vacation Supreme

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## Six Days in the Canadian Rockies

RUTH D. WILKINSON, *Burbank Senior High School*

ONE feels that a summer vacation has been profitably spent if only a small portion of it is devoted to a trip which stirs the emotions with the beauties of nature. Such an experience may be had by motoring through the mountain scenery of British Columbia and Alberta, visiting the lakes and wandering through the forest glades redolent with luxuriant verdure.

For the sake of variety it is well to take the train from Vancouver to Field, for the traveler passes along the scenic Fraser River Canyon as well as through the dense Canadian forests, where he gets glimpses of bright-colored wildflowers amid the groves of firs and pines.

At Field a motor bus can be taken to Emerald Lake, one of the less-frequented lakes of the Canadian Rockies, but one which has its own charm and beauty. This short ride of eight miles is an introduction to the rushing waterfalls, avenues of beautiful trees, and to the grandeur of the lofty snow-capped peaks.

At the Emerald Lake Chalet the tourist is welcomed by a roaring log fire in the spacious fireplace and is later conducted to a cabin where he may spend the night. These log cabins, although furnished with all the luxuries and conveniences of rooms in a first-class hotel, possess an atmosphere of primitiveness and rusticity in harmony with the surroundings.

After luncheon the hotel guests ride horseback or walk around the lake, whose emerald green color is made all the more fascinating by the sunlight on the rippling, breeze-bestirred wavelets and the reflection of trees which line the water's edge.

On the path through the woods two of us had a delightful encounter with a forest grouse from under whose wing peered the head of a tiny chick. When this baby hopped out on the ground, two more cunning yellow and brown chicks appeared from the same snug hiding place, and jumped down into the foliage. Finally a fourth baby grouse hopped from under the mother's wing and then the whole family strolled away. While this little episode was in progress we were fortunate in getting a snapshot.

The next morning a motor-bus took us from Emerald Lake to Lake Louise. As the chauffeur drove slowly we could get the full benefit of the

gorgeous scenery as we rounded curves where steep precipices led down to rushing glacial streams and cascades. In contrast to this we came upon wonderful vistas of snow-bedecked mountains glistening with glaciers. The most turbulent of the falls which we saw was Kicking Horse Falls whose swirling waters foamed and dashed with gleeful fury as they struck the boulders.

After a drive of about three hours we reached the place of which so much has been written, lovely Lake Louise. During our stay there the color of the lake was jade green instead of the blue portrayed by artists. When one looks at this exquisite gem of the Rockies from the art windows of palatial Chateau Lake Louise, its beauty is so marvelous that it hardly seems real. To the imagination it appears to be a glimpse of fairyland as one feasts the eyes on the yellow and orange of the graceful Iceland poppies extending down to the lake beyond which towers Mount Victoria whose shimmering glacier is reflected in the crystal waters.

One of the many side trips at Lake Louise is a motor ride to Ten Peaks and Moraine Lake. On the way were introduced to an affable little marmot which the driver summoned from the valley below by a whistle. As obedient as a pet dog, this little animal came running up the hill and, to the amusement of all, sat up on its haunches to eat chocolates and gum tossed to it by the driver. One member of the party suggested that we furnish it soda mints to aid its digestion!

### Baby Marmots

At Moraine Lake where there is a close view of a group of rugged mountains called Ten Peaks, the driver pointed out to us one crag named the Tower of Babel and another which he called Adam and Eve with a little dog. Upon our return from Moraine Lake we found our furry friend, the marmot, eagerly awaiting us in company with two or three baby marmots which it wished to regale with refreshments.

After two never-to-be-forgotten days and nights at Lake Louise we took a motor-bus to Banff, passing through mountain scenery varied and beautiful, and having interesting encounters with denizens of the country such as mountain sheep with their lambs, deer, coyotes and

others. At the top of a very tall tree we could see an osprey in its nest.

Although some people consider Banff less interesting than Lake Louise, we were pleasantly disappointed in that we found it equally charming in its own way. A necessary part of one's pleasure is the experience of spending at least a day and a night at Banff Springs Hotel which is the acme of luxury in its appointments and furnishings. From its many balconies and vantage points the view of the beautiful Bow River Valley and jagged mountains is extremely impressive.

A motor trip in and around Banff takes the visitors to many points of interest, among which is the corral where the native herds of mountain goats, bison and other wild life are allowed to roam. Outside the city are the "hoodoos," strange earth formations which in the process of erosion have assumed grotesque shapes.

Within the city limits one may visit the natural Cave and Basin where hot sulphur springs flow out of the mountain side and are caught in an elaborate swimming-pool, built by the government at a cost of \$150,000. The pleasures which Banff offers are limitless,—swimming, boating, mountain climbing, hunting, motoring; and if one cannot indulge in these, he can derive pleasure from merely looking.

\* \* \*

## Vacation Impressions

RUBY COOPER, *Hamilton School, Pomona*

I HAVE begun to doubt the veracity of some of the old proverbs, particularly the one "Anticipation is greater than realization." In my fondest dreams of the pleasures awaiting me during a 21-day trip arranged by the railroads for summer vacationists, I did not visualize the joys and unexpected pleasures which were to be mine.

The ride from California to Louisiana over Arizona hills and Texas plains was given added zest by quickly-formed acquaintances with fellow-passengers, whose varied outlooks and different reactions were most interesting. In fact, throughout the entire trip, passing friendships served to give a companionable touch to the adventure.

Quaint old New Orleans with its background of early American history, was fascinating indeed. The men in their white linens and the women with their charming manner of speech so typical of the South; the grinning darkies, happy even in their miserable huts, made a lasting impression on one who had never traveled through the Southern States before.



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Passing through numerous small farms dotted profusely with verdant woods, Chicago, home of the Century of Progress, was quickly reached. The magnitude of the Exposition cannot be conceived save by those who were privileged to walk the streets of that magic place. There were so many things to see and do that five days of continuous sight-seeing left one dazed with the immensity of it all. Surely the past hundred years have been those of progress, especially in the realm of science. When one considers the advances made in communication, transportation and medicine, it would seem that there is no limit to the marvels which the next century may produce.

The City of Chicago itself offered additional sources of interest, Marshall Field's, the Loop, the Union Depot—oh, one could continue in-

(Please turn to Page 56)

## Our Fair America

MRS. MARGARET A. KUFFEL, principal of Beaumont Grammar School, Riverside County, made an interesting transcontinental trip of 10,507 miles last summer. Leaving Los Angeles by automobile the party followed the coast route to San Francisco, crossed on the ferry to San Rafael, on through Santa Rosa. There they saw the home and spacious experimental grounds of the plant wizard, Luther Burbank. Soon they were speeding northward on the majestic Redwood Highway. At Crescent City they took the Smith River highway to Grant's Pass.

From thence northward through Portland to the beautiful scenic Columbia Highway which the party followed eastward to Yellowstone National Park, the home of the famous geysers and untold wealth of nature's most varied scenery.

Continuing eastward through Cody, home of Buffalo Bill, the next place of interest was the Black Hills of South Dakota. The party followed the noted Needles Highway through Custers State Park, stopping at Sylvan Lake and the State Game Lodge. Before leaving here a visit was made to Rushmore Mountain, where on the granite face of the cliff are being sculptured colossally the faces of Washington, Jefferson, Lincoln, and Theodore Roosevelt.

They journeyed across South Dakota and Minnesota, stopping at St. Paul and Minneapolis, through the lake region of Wisconsin to Milwaukee, and down the lake shore to Chicago, where several days were spent visiting the Century of Progress Exposition.

Through Indiana and across Michigan, they crossed on the world-famed new Ambassador Bridge at Detroit over into Canada for 300 miles, viewed Niagara Falls from the Canadian side, the best vantage point, then came back through Buffalo, Rochester, and along the Erie Canal to Albany. Then down the picturesque and historical Hudson River, stopping at West Point and continuing over the famous Storm King Highway to New York City. Here they visited the Statue of Liberty and other historical places, besides viewing the city from the top of the most recent skyscraper, Rockefeller Center, 70 stories high.

Next stop was at Ashbury Park in New Jersey where they visited a former pupil of Mrs. Kuffel. Going from there to Lakehurst, they saw the great dirigibles

Macon and Los Angeles at rest in their hangars. Thence along the Delaware River to Philadelphia, Cradle of Liberty, eastward to Valley Forge and Gettysburg National Parks.

Washington, D. C., proved to be one of the most delightful cities on the entire trip. Visits were made here to the Capitol, White House, Bureau of Engraving and many other noted places, including Lincoln Memorial, a trip to the top of Washington Monument, the Smithsonian Institute where Lindy's Spirit of St. Louis lies at rest, and the majestic Congressional Library. Side trips were made to Mount Vernon to the well-preserved home of Washington and to his mausoleum. They visited Alexandria in Virginia and entered the ancient church where Washington worshipped and saw the pew, still as in his time, where the Father of His Country sat on Sundays. A visit to Arlington filled the party with reverence for those who had so bravely fought and died for their country.

In Virginia the tourists explored "Endless Caverns," one of the states most famous underground huge caves; over the Blue Ridge Mountains and through West Virginia and Ohio to Cincinnati. Going across Illinois they stopped at Springfield and saw the Lincoln Monument, with its store of Lincoln sculpture and portraiture, feeling the awe that all feel in the presence of such mighty dead.

The party continued westward across Missouri and Kansas to Colorado, stopping at Denver and Colorado Springs, crossed the Royal Gorge near Canon City on the world's highest suspension bridge. They then journeyed over the mountain highways in all their grandeur and crossed the Rocky Mountains at Independence Pass, an altitude of 12,085 feet. They proceeded to Salt Lake City, visiting there the capitol, the Mormon Temple and grounds, and enjoying bathing at the celebrated Saltair bathing beach on the Great Salt Lake.

**B**ENDING southward, the travelers next visited beautiful Bryce Canyon with its brilliant colored and slender pinnacles of eroded rock. Next came Zion Canyon in its majestic beauty. On to Grand Canyon where the yawning chasms in all their glory were viewed from Bright Angel's Point on the North Rim. In the incomparable Kaibab forest, a great game preserve, the wild life is almost domestic and the tourists saw herds of deer on every side.

Mrs. Kuffel collected a wealth of material in the way of literature, pictures, relics and souvenirs. Her kodak pictures have proved a great source of interest to the children in their work.



# SIERRA EDUCATIONAL NEWS

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## California's Educational Program Must Be Maintained

WILLARD E. GIVENS, *President, California Teachers Association*

**A**S the year 1934 enters in the march of time, we may well ask the question, "How goes it now with the youth of our nation?" We must answer with shame that our country, even though it is the wealthiest nation in the world, has not maintained its educational program to the extent that many other nations less able to do so have maintained their educational programs.

We must admit the facts that at the present time 2,200,000 children of school age are being deprived of educational opportunity, that 2,000 of our schools are closed, and that we face the possibility of 18,000 schools being forced to close this spring for lack of funds before they have completed a six months' term. We are forced to admit that free public high schools have been abandoned in some of our communities.

We must state that out of the million teachers employed in this nation at least 350,000 of them are receiving this year an annual salary of less than \$750. We must admit that thousands of teachers are rendering service for which they receive no salary at all, and that thousands upon thousands are receiving neither work nor salary.

Let us ask ourselves the question, "How goes it now with the youth of California?" We can answer by stating that the educational program of the children of California has not yet suffered serious curtailment. The friends of free public education in California are battling strenuously to hold the line.

What do the public schools of the state face in the immediate future? What are the serious problems ahead for California's 42,000 public school teachers? Let me answer this by referring you to my message in the December issue of this journal. The future of public education in California depends in no small degree upon the devotion of the 42,000 public school teachers of this state to the program of public education which we must all work to maintain for our youth.

The State Council of Education meeting in Los Angeles on December 9, 1933, instructed me as your President to appeal to each one of you for financial support to carry on the work of the California Teachers Association in



behalf of our program of public education. We need more funds to carry on a state-wide program of public information concerning the work of our public schools, and we need more money for the Mark Keppel Fund to help relieve the distress and suffering of our 8,000 or more unemployed teachers.

The State Council of Education, consisting of approximately 150 representatives of the teachers throughout the entire state, has asked me to appeal to each teacher to contribute one per cent of one month's salary to the California Teachers Association to help carry on the greatly increased load of our organization. This campaign for funds will be conducted by the presidents and secretaries of the six sections, working directly with the presidents and secretaries of the local teachers organizations within the sections.

We hope that when this appeal is made every teacher who can possibly do so will answer the call by contributing one per cent of one month's salary not later than April 1, 1934. Let us all participate in maintaining our free public school program for all the children of California.

## President Roosevelt on Education

*Address of President Roosevelt delivered by radio from the White House to the third annual Women's Conference on Current Problems, meeting in New York City.*

**T**HE other thought that I want to express to you is even more definitely along the line of education. It is true, unfortunately, that the economic depression has left its serious mark not only on the science and practice of education but also on the very lives of many hundreds of thousands of children who are destined to become our future citizens.

Every one of us has sought to reduce the cost of government. Every one of us believes that the cost of government, especially of local government, can be reduced still further by good business methods and the elimination of the wrong kind of politics.

Nevertheless, with good business management and the doing away with extravagance and frills and the unnecessary elements of our educational practices, we must at the same time have the definite objective in every state and in every school district of restoring the useful functions of education at least to their pre-depression level.

We have today, for example, a large surplus of so-called qualified teachers—men and women who even if we had full prosperity would and probably should be unable to find work in the

field of education. Even today we are turning out too many new teachers each year. That is just as much an economic waste as building steel rail plants far beyond the capacity of railroads to use steel rails. It goes without saying that we should have enough teachers and not a large excess supply. It goes also without saying that the quality of our teaching in almost every state of which I have knowledge can be definitely and distinctly raised.

**T**HE main point is that we need to make infinitely better the average education which the average child now receives, and that, through this education we will instill into the coming generation a realization of the part that the coming generation must play in working out what you have called "this crisis in history."

This crisis can be met but not in a day or a year and Education is a vital factor in the meeting of it.

## C. T. A. Questionnaire on Tenure

### Tear Out and Return These Pages

All C. T. A. members are requested to answer this Tenure Questionnaire. Anyone who desires to preserve this issue intact for binding may secure a reprint of the questionnaire by writing to C. T. A. headquarters, 155 Sansome Street, San Francisco.

**T**O California school trustees and certificated employees:

Tenure or Teacher Civil Service in California is now a matter of serious concern to all engaged in educational work. An initiative campaign to repeal the teacher tenure law has been proposed. The petitions are printed and it is reported that they are being circulated.

Three factors have become prominent in the present situation:

First, there is the growing friction due to teacher tenure between the boards of education and their teaching staffs.

Second, in many districts the boards of trustees refuse to extend TENURE, Teacher Civil Service, to teachers. In order to escape the provisions of the present tenure law, they refuse to re-employ teachers for a fourth consecutive year.

Third, the claim is made that the present tenure law is too unwieldy to permit the ready dismissal of undesirable teachers.

To avert immediate action by groups opposed to the present tenure law, and to make possible a study of the problem, State Superintendent Kersey appointed a state commission consisting of three trustees, three teachers and three members of the state office staff to consider ways and means of adjusting the difficulties.

**A**TTACHED hereto are a questionnaire and three propositions for your consideration. Responses to these will serve to guide the California Teachers Association Tenure Committee in its further work. Any voluntary suggestions you care to make will be gratefully received. Such suggestions may be submitted with this questionnaire.

Your answers to this questionnaire and to the propositions referred to you by the State Council of Education will largely determine the line by which the California Teachers Association will proceed.

**A**T the meeting of the State Council of Education in Los Angeles, three propositions were offered and after consideration were ordered incorporated into a tenure questionnaire to all teachers and trustees of the state.

Please indicate your opinion by checking the appropriate spaces below.

#### Proposition I

The State Superintendent's Tenure Commission has recommended to the teachers for their consideration that a Board of Review take the place of the appeal to the courts on questions of fact. According to the Commission's recommendation this Board of Review will consist of an equal number of teachers and trustees, and a chairman selected by these members.

Do you favor a Board of Review as stated in Proposition I?

Yes..... No.....

#### Proposition II

The Council requested a vote by teachers and trustees on the question of term tenure by contract, for a 2-year, 4-year, 6-year, or some contractual period.

Do you favor a term type of contract as outlined above?

Yes..... No.....

#### Proposition III

In view of the fact that growing opposition to teacher tenure is taking the form of an initiative petition to the voters for the elimination of tenure, do you still favor the retention of the appeal to the courts on questions of law and fact as provided in the present tenure law?

Yes..... No.....

**U**NDER the present state law, teachers come under Civil Service protection upon their election after a three-year probationary period, and from that time on they are subject to removal only for the causes named in the code. This constitutes what is known as Teacher Civil Service. The law is intended to protect all efficient teachers and to make possible the elimination of all teachers not suitable for school work. The causes for dismissal are named in the code, as are the regulations concerning the notices, hearings and legal rights of appeal. In the administration of the law obstacles have been encountered.

It is the purpose of this questionnaire to determine, if possible, a common ground on which all the educational forces of the state may meet in the sensible administration of an adequate Teacher Civil Service Code. This questionnaire is being sent to all certificated employees, members of boards of education, and boards of trustees in this state.

*The answers to this questionnaire are pertinent to the problem before us. It is, therefore, extremely important that each one answer every question.*

**1.** By court decision, the application of the present law has been interpreted to include evening school and part-time teachers, who were possibly not intended to be included under the law when it was framed.

**Q. (a)** Shall a provision be made to limit the application of the law to grant Civil Service protection only to full-time day school teachers (including kindergarten assignments)?

Yes..... No.....

**(b)** Shall provision be made so that a certificated employee may not acquire protection under Teacher Civil Service in more than one position in the same district, or in different districts?

Yes..... No.....

**2.** It is contended that difficulties arise when it becomes necessary to dismiss teachers because of advanced age.

**Q. (a)** Shall there be an age limit fixed after which employment from year to year shall be optional?

Yes..... No.....

**(b)** If such period is to be determined by law, circle the age at which you think this period should begin:

62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75

**(c)** Shall an age be set after which it shall be illegal to employ a person in a position requiring certification?

Yes..... No.....

**(d)** If determined by law, circle the age at which you think services should be legally terminated without possibility of re-election:

65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75

**3.** The school code provides for the dismissal for cause of certificated employees at the end of the school year, except in the case of immorality.

**Q. (a)** Shall a provision be made in the law so that dismissal for any cause named in the code may occur at any time during the year, subject, of course, to the restrictions and notices otherwise provided for in the code?

Yes..... No.....

**(b)** Shall provision be made in the law for the dismissal of a "permanent" teacher by unanimous vote of the board of education, the superintendent concurring, upon the teacher's having received two unsatisfactory notices in two consecutive years, provided that his or her supervisory officers concur in the unsatisfactory notices?

Yes..... No.....



**4.** A great deal of difficulty has been caused by the fact that after a hearing before a board of education, and an appeal to the State Superintendent, an entirely new trial of the whole matter may be begun in the Superior Court. To eliminate the double trial:

Q. (a) Shall provision for the hearing before the board of education be repealed?

Yes..... No.....

(b) Shall provision for the appeal to the State Superintendent be repealed?

Yes..... No.....

**5.** Many teachers and members of boards of trustees believe that problems arising out of civil service could well be handled by professional ethics committees, such committees to make investigations before any definite action toward dismissal is taken.

Q. (a) Shall the establishment and operation of such committees be provided for by law?

Yes..... No.....

(b) Shall these committees have the power to recommend the revoking of certificates?

Yes..... No.....

(c) Shall counsel be permitted in the hearing before the committee?

Yes..... No.....

(d) Shall an appeal board made up of five members, two members selected by the trustees and two selected by a recognized teacher organization, and the fifth member selected by the State Superintendent of Public Instruction, be provided and given the power of final decision?

Yes..... No.....

(e) Or shall there be substituted, a committee made up of three members—one member of the board of education or board of trustees, the superintendent, and a teacher elected by the teachers of the district; this committee to have the power to make or determine the reasonable rules and regulations of the board of education concerning the teaching personnel and to determine whether or not a teacher shall be dismissed on the violation of these rules and regulations?

Yes..... No.....

**6.** Teachers who have acquired Civil Service protection in districts either elementary or high school, and on transfer by the same board of education to another position in a different district (which district is under the jurisdiction of the same board of education) have lost their tenure because of technical names applied to different districts. For example, protection acquired in the high school district does not carry into the elementary district, and vice versa.

Q. Shall provision be made so that Civil Service protection extends from one district to another in case of transfer of teachers working for the same board of education.

Yes..... No.....

**7.** With the advent of sabbatical leave it would seem advisable for a teacher who is on such leave to be replaced by one person for the entire year. This is impossible under the present law as a substitute teacher must be employed for less than a full year.

Q. Shall a provision be made so that a substitute teacher may be employed for an entire year, and if re-employed the second year, both years to be counted as probationary years?

Yes..... No.....

**8.** The present policy of some boards of education to dismiss indiscriminately probationary teachers during their probationary period, seems contrary to the best educational interests of the children of the state.

Q. (a) To avert the continuance of this policy and thereby protect the educational welfare of the children of the state and the rights of the probationary teachers, shall a provision be made by which a probationary teacher may be dismissed only after having received an unsatisfactory mark for each of two consecutive semesters, on the recommendation of his or her supervisors, the superintendent concurring, and the unanimous action of the Board of Education?

Yes..... No.....

(b) Shall provision be made preventing action by boards of education to break the probationary period? (The code requires three consecutive years probation.)

Yes..... No.....

**9.** The implication has been made that teachers upon becoming permanent do not live up to all of their professional possibilities in the way of advancement or improvement.

Q. Shall a provision be made for professional certificate to be issued by the State Department each five years on evidence of the completion in a recognized training institution, or university, or in the state university or its extension division, of a minimum of four units in education in the lines allied to the subject matter the teacher is following; or on a recommendation of the superintendent or principal showing definite professional growth on the part of the teacher; or on evidence as in a thesis on travel, which would be of value to that teacher in his profession; or evidence of original educational study and investigation as shown by a thesis, report or text or other objective evidence, the issuance of such professional certificate to retain for the teacher professional standing and the protection of the Civil Service code?

Yes..... No.....

**10.** The word "Tenure" is a highly technical legal term and is difficult of understanding by the public at large, while Civil Service is a universal term that has been in operation since 1883.

Q. Shall we use "Teacher Civil Service" in place of "Tenure" for publicity work?

Yes..... No.....

**11.** The present school code provides that the board of education must supply eight certified copies of the hearing in case a teacher demands the hearing. Because this has not been complied with, cases have been thrown out of the Superior Court on the technicality. This has caused difficulty because there seems to be no need for the eight certified copies of the transcript. These copies, too, are expensive, thus making a board hearing in some districts practically impossible.

Q. Shall the law be amended to read instead of "eight copies", "two certified copies shall be prepared", one for the board and one for the teacher? (As many other copies may be prepared as the board or the teacher may be willing to pay for.)

Yes..... No.....

**12.** In the interest of unity of action which will be necessary for a solution of the difficulties under the present Tenure Law, will you support, in every way possible, the majority vote as compiled from the results of this questionnaire?

Yes..... No.....

Please check the group to which you belong:

Member:	Teacher:	Administrator:
Board of Education	Temporary	Superintendent
Board of Trustees	Substitute	Assistant Superintendent
	Probationary	Supervisor
Parent-Teacher Association:	Permanent	Principal
Officer	Evening School	Vice-principal
Member		Counselor

Please answer this questionnaire and return it at once to:

Mr. E. B. Couch, State Chairman  
Teachers Civil Service Committee  
Room 305 Trinity Building  
Los Angeles.

# The Depression's Menace to the Public Schools\*

SENATOR HERBERT C. JONES, *San Jose*

Editorial Note—The following address was delivered by Senator Jones before the Southern California Social Science Association on November 18.

It will be of interest to our readers to peruse the following resume, based on authentic information, of Senator Jones' legislative record:

1921 Legislature—Chairman of Educational Commission of Legislature that presented report on School System of California, which practically laid the foundation for our present Junior College System. This report also paved the way for converting the old 2-year Normal Schools into our present 4-year Teacher Colleges.

1923 Legislature—Chairman of the Senate Investigating Committee that disclosed the enormous expenditures of the Power Companies in the 1922 election. This investigation was a forerunner of the present extended investigation by the Federal Trade Commission.

1929 Legislature—Chairman of the Senate Committee that investigated the alleged "Cement Trust." This investigation likewise was the forerunner of the present nationwide investigation of cement companies by the Federal Trade Commission.

1931 Legislature—Was a member of the Joint Legislative Tax Committee. In his portion of the report, and in subsequent resolutions at this session, he pointed out that the evasion by the large corporate taxpayers of their share of the state tax burden would lead to a deficit in the State Treasury.

1933 Legislature—Was a member of the Senate Committee which investigated the Rolph administration.

All of the above committees were special committees, in addition to his membership on the regular standing committees of the Senate.

In the late session of 1933 he was chairman of the Senate Committee on Education. In this capacity he assumed a conspicuous position, now widely known over the state, in his defense of the public school against the hostile drive launched against it. His vigorous fight has made him recognized as one of the state's most stalwart defenders and supporters of our common schools.

Throughout his whole public career he has shown himself a fearless champion of the common man against exploitation by the powerful interests.

EVERYONE realizes that the nation's income has been greatly reduced, and therefore everyone realizes that drastic economies must be made somewhere. A well directed attempt is being made to divert attention from major extravagances and direct it into a drive against the educational, humanitarian and welfare activities of government. In California this program proposed that we solve the problem of the old age pension by advancing the age from 70 to 75; to take care of our tubercular by reducing the state's contribution  $33\frac{1}{3}\%$ ; to take care of the orphans and widows by abolishing the social welfare department! Nor did this program leave us freedom of access to our mountains, parks and beaches. When we needed most to get our minds off of our anxieties this program proposed to make it difficult for our people to get to these resorts, by charging entrance fees into our redwood forests, to our scenic wonders and to our beaches. The lower the amount of money in our purse, the higher was to be the charge to get into our public parks.

## Attack on Schools

This program, however, singled out our public school system for the most determined attack. It aimed to take the control of school budgets from Boards of Education and turn it over to non-educational, political groups such as Boards of Supervisors. It proposed to close up whole departments of our schools or put them on the fee basis, charging heavy tuition, first in teachers colleges, then in the junior colleges, and finally in high schools. What then

\*Reprinted from Los Angeles School Journal.

becomes of our free public school system? It was proposed to cut down state support for our schools and throw the burden back on to local districts, many of which are too poor to maintain any schools. It was proposed to put our night schools on the fee basis—these schools which furnish the last solace and aid to our unemployed in their aim to better their conditions and improve their minds.

This drive against public education was nation wide. It was definitely and completely put over in seventeen states. In California this drive was powerful enough to put its program over completely in the State Senate. Fortunately for the public schools of California it was stopped in the Assembly.

What organization engineered this drive and led this attack?

### Utilities Lead Drive

The program was planned by the California Taxpayers Association. They used the State Chamber of Commerce as a shield. Investigations and the preparation of the reports and bills that furnished the basis of the attack came from the California Taxpayers Association. The California Taxpayers Association is an organization made up primarily of the great public utilities of California. It is largely financed by these utilities. Its dominating directors are prominent utility officials.

The California Taxpayers Association and these utilities make a plea for economy in expenses of government and in administration of schools. Now, no one knows better than school authorities the need of economy and they are making reductions both in salaries and in maintenance expenses from one end of the state to the other. Thus during the past year the schools of the state (elementary, high, and junior college) have reduced their expenditures over the preceding year more than \$22,600,000. Of this total over \$15,000,000, or two-thirds, represents a reduction in current expenditures, and the other one-third a decrease in capital outlay. Computed on average daily attendance the reduction the past year has been 17.3%. These figures are from the Official Publication of the State Department of Education.

### Utility Salaries

Let us see, however, what examples of economy these utilities set in the administration of the service for which we pay them. One of these utility officials, who is also a director of the California Taxpayers Association, draws a salary of \$100,000 a year. Another draws a salary of \$75,000 a year. These figures are disclosed by the records of the State Railroad Commission. These records reveal also that in addition to these salaries these officials are allowed extensive expense accounts. The sum total of salaries of public utility officials who receive \$5000 a year and over in the State of California amounts to \$8,601,690.49 a year.

Yet the man who has the responsibility of the administration of the vast system of public schools of California receives a salary of \$5000 a year. He is our State Superintendent of Schools. He supervises an establishment of over 1,000,000 pupils, of 40,000 teachers, and 3600 districts, involving an annual expenditure, even after the 17% reduction of last year, of over

\$120,000,000. Unlike the high-priced utility executives, he has no "management company" to run his enterprise for him!

The State Superintendent of Schools must labor twenty years to earn the salary of the \$100,000-a-year corporation official for one year. While the Superintendent is earning that corporation official's salary for one year, the salary of the corporation official amounts to \$2,000,000.

### **Misuse of Public's Money**

Someone has said, and very justly, that the public utilities are merely another branch of government. In which of these two branches of government do you think economies are necessary? You pay the bills. You have a right to judge.

Nor is this all. Of the utilities which support the California Taxpayers Association the power company group alone makes an annual contribution to the Association of \$30,000. It pays \$24,000 a year for state-wide magazine advertising, and even spends \$3600 for radio broadcasts. It is an astonishing fact that these power companies pay the dues of their employees in our various service clubs and of their executives in numerous high priced, fashionable social clubs. It is easy to see how any movement launched in these clubs to correct abuses by utilities could be quickly blocked and discredited.

The revelations before the investigating committee of the United States Senate disclosed that after the depression was on us and while some of the nation's big business executives were insisting on cuts in the wages of their working men, they were themselves recipients not only of tremendous salaries but also of astounding bonuses. One executive received a salary and bonus of over half a million dollars in one year.

### **Corporation Extravagance**

These extravagant contributions by utilities are in reality paid out of tax moneys because the rates that the public pay are in reality but another form of taxation, since the public has no alternative but to pay these rates. We pay our utilities out of the same pocket from which we pay our taxes.

The power companies of the nation engage in every form of political activity. They warn others to "keep out of politics," yet they themselves enter every field of politics. They pay as much as \$200,000 for the election of one United States Senator and \$400,000 to defeat a resolution of Senator Walsh for investigation of power company activities. One utility executive advises that in debating public issues they refrain from argument and logic, but arouse prejudice against their opponents by "pinning the bolshevik idea on them" and calling them "reds" and "communists." They subsidize the press of the nation with an annual contribution of \$28,000,000 for advertising. They influence civic organizations by making large contributions and planting their members there. They even reach into the schools. They scan all textbooks. They aid the sale of those that they regard as friendly and bring pressure on Boards of Education to discard those that they do not like. They subsidize college professors, paying as high as \$15,000 a year for the writing of textbooks and for lectures. They make contributions to colleges and universities whose instructors are "satisfactory" and notify regents and trustees



of other universities that they cannot support endowment campaigns as long as instruction is permitted which they regard as unfriendly.

### **Rebuke by Trade Commission**

It came to such a pass that the Federal Trade Commission, in commenting on this practice, said:

"The right of the industry to present its case before the bar of public opinion is unquestioned, provided such presentation is made openly in the name of the industry, and therefore without even a semblance of deception such as may be involved in subsidizing authors, teachers, universities or research organizations in order that inspired text-books or other materials may be given greater creditability issued over the name of supposedly impartial writers, research organizations, or institutions of learning. Where this is done, the general public may well question whether the scientific attitude and integrity of established institutions of higher learning are not being undermined. Truly no greater calamity could happen either to industry or to the public than for educational institutions to become the paid mouthpieces of economic groups."

### **Schools Salvation of Democracy**

There never was a time when a greater responsibility was placed upon our schools than the present. Upon the schools more than upon any other agency do we depend for clarity of thinking. Education of our youth, and not the hiring of extra policemen, is the only ultimate solution of our crime problem.

Democracy today more than ever before is dependent upon a high degree of intelligence in its citizens. With increased complexity of social, economic and political problems we need educated voters.

The work of education cannot safely stop; it cannot be allowed to be interrupted. The powerful groups that want to cripple and even close the schools desire no cessation of public works which purchase the building supplies which these groups are interested in selling. It is possible to defer for a year or two the construction of some of our public buildings. We can well use some of our magnificent highways more than eight or ten years before abandoning them and replacing them with still more luxurious highways. But there can be no moratorium on children. They pass our way but once, never to return. A year lost now is lost forever.

### **Crisis Falls on Children**

The attack on our schools is a challenge to the American people. A hundred years ago when the rising tide of democracy was winning equality of political opportunity, the American people embarked upon a program of equal educational opportunity that resulted in a system of free public schools in every state in the Union. There is grave danger that in this depression the hard won gains of the past may be lost. Our children are asked to bear the brunt of the crisis.

Professor Counts of Columbia University, writing in the *Cosmopolitan* magazine, has pictured this peril:

"Those of us living today have little conception of the meaning of free schools and of the price at which they were bought—of the previously existing conditions; of the bitterness of the battle; of the power of the opposition; of the magnitude of the achievement. In the early years of the Republic, despite the lofty ideals of the Declaration of Independence, there was little disposition on the part of leaders in business, politics and thought to found a democratic society. Some of the most influential, Alexander Hamilton

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# Health and Physical Education in California Public Schools

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## Part I. Survey of History and Philosophy of Health and Physical Education

**H**EALTH and physical education do not appear among the "three R's" of the early American school. Nevertheless, physical education is one of the first activities ever to make its appearance in a school course of study. In the schools of the ancient Greeks, physical education and culture of the body were vital parts of the curriculum.

Two thousand years is, perhaps, a long time to look back for lessons for American education. Nevertheless, it can hardly be denied that the success of certain of the ancient Greek city states, notably Athens, in developing satisfactory citizens has never been equalled by any other nation. To those Greek cities the development of strong, vigorous citizens, sternly true to the obligations of their citizenship, was almost a fine art. A brief glimpse at some of their methods is worthwhile.

### Health and physical education among the ancient Greeks.

**T**O develop the mind, soul, and body in perfect harmony was the ideal in Athenian education. For the mind this required the perfection of the reason and the intellect. For the soul the ideal was perfect training of the emotions and a sense of beauty in life. For the body the ideal meant perfect health, and perfection in physical growth and development. Brought together these educational ideals led to the ideal of living abundantly, but without excesses of any kind.

The educational program of the ancient Greeks was built around these three ideals. So effective was this program that early Athenian society has ever since held the admiration of mankind. The citizens whom ancient Athens produced by this program were the most freely intellectual, the most artistic, and in addition the most nearly perfect physically that the world has ever known.

Knowing but little of the science of medicine, the Athenians relied upon a physical education program which was almost entirely developmental in character. Of the three schools which the Athenian boy entered at about the age of seven, one was devoted entirely to the nurture of his health and the culture of his body. In this school, called the *palaestra*, he spent approximately half his school time. By trained teachers he was taught to care for his health. Play and body-building exercises occupied much of his time. Leaping, running, throwing the discus and javelin, wrestling, dancing, and many other kinds of games were included, practically all of which were performed in the open air.

At about the age of sixteen, the Athenian boy was transferred to the *gymnasium*, where he now spent his entire school time. Here he was put to the severest tests of physical strength and endurance. However, even in the gymnasium, light drills and dances to the accompaniment of music were continued to give him grace, poise, and ease of movement. Beauty of body, as well as strength and agility, were objects of admiration among all the ancient Greeks. Deformities, and even slight defects and blemishes of body, common enough among the slave classes, were considered entirely unbecoming to a citizen. Physical perfection for him was regarded in the light of a civic duty.

The entire educational program was conducted in an atmosphere of patriotic duty. It was in reality a great co-operative enterprise designed to produce healthy, vigorous, physically beautiful and graceful, and devoted citizens.

### Attitudes toward health and physical education during the Middle Ages.

**A**NY human society will tend to produce the kind of citizens that it idealizes. The ancient Athenians set their hearts upon producing as nearly as possible physically perfect citizens, because such citizens were considered necessary to the welfare of the



city. When the freedom of Athens disappeared under an avalanche of war and conquest, much of the best educational practice disappeared from the Athenian schools.

In the thousand years which followed the loss of Greek freedom, many things occurred to turn completely the direction and character of human thoughts and human ideals. The rise and spread of the Christian faith came during this period. The civilization which Rome had built up on Greek foundations largely perished through barbarian conquests. The period now known as the "Middle Ages" found the people steeped in ignorance, with much of the Greek and Roman cultures forgotten.

In the society of the Middle Ages, the idea of the salvation of the soul predominated over all else. Society was what has been called "other-worldly minded." Where the ancient Greeks had emphasized life in this world, medieval society emphasized life in the next world. For this reason, matters relating primarily or entirely to this world were given scant consideration. Particularly the human body was looked upon as a "necessary evil," while the spirit was extolled. The body was neglected, abused and punished for the supposititious good of the soul.

Anything like proper attention to, or caring for, the body was looked upon as evidence of sinful pride in the flesh, and utterly condemned by the thought of the times. This attitude appeared as early as the Fourth Century A. D., as shown by one of Saint Jerome's letters which contains the statement, "A clean body and a clean dress mean an unclean soul." As late as 1200 A. D., bathing was a rare practice in Western Europe, and for several centuries thereafter it was practiced only by the wealthier classes.

In such an atmosphere health and physical education could, of course, find little or no place in the schools. With the "Revival of Learning," which began in the fourteenth century, attention was slowly returned to the cultures of ancient Greece and Rome.

Many schools began to include types of physical activities in their courses of study. Since, however, such schools catered almost exclusively to the children of the nobility, these activities had to do largely with polite and gentlemanly usages such as dancing, fencing, and riding. No wide-spread health and physical education movement could grow out of such influences.

#### **Attitudes toward health and physical education in early Modern Times.**

**T**HE movement toward education for all children grew out of the Reformation. This movement, however, included only reading, writing, and religion, with some music. Physical education had almost no part in school practices. It is common knowledge that the early Puritans in New England frowned upon all forms of amusement and recreation. Work was looked upon as one of the greatest virtues, while at best play was generally regarded as a sinful waste of time.

As late as 1792 the discipline of a protestant church, in its regulations governing one of its schools, stated, "The students shall be indulged with nothing which the world calls play. Let this rule be observed with the strictest nicety; for those who play when they are young, will play when they are old."

In England, where the people remained somewhat free from religious prejudices against play, more headway was made in meeting the physical needs of the people. Many forms of sport developed there, and playgrounds in connection with schools became common. The saying became common that the battles of England were first won on her playgrounds.

#### **Attitudes toward health and physical education in early America.**

**M**ENTION has already been made of how Puritan influence in New England worked against a physical education program in the schools there. Other conditions also retarded the development of this vital field. Throughout the colonial period, and during much of the nineteenth century, there was felt no great need for a school program of health and physical education in any section of this country.

The people were a country-dwelling population. Work was largely physical in character, and was carried on out-of-doors. Father and son, mother and daughter, led strenuous lives. It is true that under conditions involving long hours of bending toil, men and women of this period grew old before their allotted time, the beauty and grace and strength of their bodies being drained away by hard and unremitting labor. Even children, too early at burdensome tasks, often acquired the stoop of age when hardly out of their "teens."

The pressure for work was great, times were hard, and life was stern. Pioneers they were, straining under the lash of economic necessity. They had little time to give thought to other things than their all-absorbing workaday world. What they asked of the school was intellectual, social, and spiritual stimulation. Therefore, the school and school education came to mean for them only such things; and with such things they were content.

#### **Later American attitudes toward health and physical education.**

**E**VEN with the passing of pioneer conditions the general attitude toward the school was slow to change. Lessons learned under such pioneer conditions were not easily forgotten. Willingness and ability to work were still regarded as the greatest of virtues. Meanwhile the scenes of labor, for the great masses of the people, had shifted from the open air of farm and forest to mine and factory and office building.

Schools were places for boys and girls to learn how to get on in the world of industry and business and the professions. The invention of labor-saving machines meant merely shifting the human worker to new and less physical forms of endeavor. Play, on the part of children came to be tolerated; on the part of adults it was regarded as "childish." Serious-minded people had no time to spare for play.

A common practice among the American people was (and still is) to live with little thought of the body, and with almost no attention to its care, until found necessary to call in a physician. Sedentary city life and the absence of provisions for physical forms of recreation, made it inevitable that bodily disorders should become common.

The tired office-worker and the fagged business-man became objects of concern both to themselves and to their physicians. To meet their needs, gymnasiums began to appear in connection with clubs, Y. M. C. A.'s, and like establishments. Swimming pools, too, became fairly numerous. The golf course grew popular among those who could afford to pay the required fees. "Setting-up exercises" were resorted to under the direction of the phonographic, and later the radio, voice.

The "daily dozen" became a fetish. Men of means not infrequently patronized professional trainers whose business it was to keep them physically fit, and able to go about the serious business of working.

#### **Health and physical fitness for the sake of working efficiency.**

Most of these activities were engaged in by adults in order to build up sufficient physical stamina to enable them to carry on their work. Business and industrial concerns in many cases sponsored and supported programs of physical recreation for their employees with the purpose in mind of increasing their efficiency as workers.

Play for the sake of play had no part in all this program. On the contrary, let it be known, play was a serious business and the time given to it was given grudgingly, and then only for the sake of the increased work which might result.

#### **Preventive hygiene in the schools.**

Meanwhile, no physical education program appeared in the public schools. Even in the larger cities, public playgrounds for children were exceptional. As early as 1900, however, a few city school authorities came to recognize the dangers involved in crowding large numbers of children together into the school rooms. The spread of communicable diseases had been traced to just such conditions.

By 1910 inspections by teachers to discover contagious cases came to be required in a considerable number of city schools. State laws requiring this kind of health supervision began to appear. At the present time most of the state school codes contain such provisions.

In 1902 the first school nurses were employed in New York City. Originally employed to facilitate the discovery of communicable cases among children, the work of these nurses was soon extended to the inspection of children for defects of non-communicable character. Other cities adopted the plan of employing school nurses, whose reports to parents resulted in the correction or alleviation of defects in thousands of school children.

Perhaps the most important result of work of this kind, however, was the accumulation of a vast amount of child health data which revealed to school authorities that not less than 50% of the children in the public schools were subject to physical defects of more

or less serious character. Ever since this work has been under way, there has been a steadily growing demand for increased facilities and activities on the part of the public school for the protection of child health and the correction of defects.

#### **Physical examinations during the World War.**

Physical defects among young men, brought to light by army examinations during the World War, were sufficient to disturb public opinion in most of the belligerent nations. In the United States the exemptions due to physical defects were appallingly large. The bare fact presented was that approximately 30% of the young men examined in the United States were so handicapped physically and mentally as to be **unfit** for active military service.

Socially-minded people found their thoughts leaping to the discomfiting conclusion that in all probability a similar proportion of young women likewise were suffering from physical weaknesses and defects. Thus it appeared that about three out of ten of the young men and women who were to be the parents of the next generation of American citizens were facing life with physical handicaps, the most of which, with proper care and treatment, might have been prevented or corrected.

#### **Attitudes toward health and physical education growing out of the World War.**

During and following the war, public opinion, along with the awakening of parents and educators to the physical needs of children, forced health and physical education into the schools of many states. State legislatures became interested, and in state school codes there began to appear laws requiring that a portion of the school day be devoted to activities designed to improve the health and physical welfare of the child.

California's Physical Education Law was passed in 1917. This law, though among the earliest of its kind, was liberal and comprehensive, and showed keen insight, on the part of the legislators and those who drew the bill, into the fundamental problems involved. This law is still a part of the California School Code, and it is a credit to its makers and to the people of the state.

#### **Basic theory underlying these earlier health and physical education movements in the schools.**

We have already seen how physical activities and various types of play have developed among business-men and office-workers chiefly as means of increasing working efficiency. Much of the same attitude carried over into the theory underlying health and physical education activities in the schools. The earliest and, indeed, most-stressed argument was the economic importance of school activities of this kind.

One author, writing in 1914, on the subject of school hygiene, pointed out that, "The rapid development of health work in the schools during the last two decades is not to be regarded as an educational reform, but rather as the corollary of a wide-spread realization of the importance of preventive measures in the conservation of natural and human resources. The prevention of waste has become, in fact, the dominant issue of our entire political, industrial, and educational situation."

The same writer points out that in the United States, "We suffer an annual aggregate calculable loss from **preventable** illness and death of about \$2,000,000,000." He continued further to show that "The loss of economic efficiency from alcoholism, vicious habits, undue fatigue, minor ailments, and lack of expert direction of the human machine can only be guessed at, but it is probably greater than from all other causes enumerated."

The economic aspect of health and physical education was probably the chief consideration responsible for the acceptance of these activities by the public school. Even many teachers and educators were gravely doubtful of the advisability of devoting a part of the child's precious study time to physical activities, until they were convinced that such activities would increase the child's efficiency in his studies.

#### **Modern Theory: health and physical efficiency for the sake of better living.**

**O**NLY slowly have parents and educators come to the sane view that a strong, healthy body is the most precious possession the child can have. The public, even today, is reluctant to accept the fact that a healthy body needs no further justification. This reluctance continues to persist, in spite of the fact that the anti-play attitude, the

over-emphasis upon work as a virtue, and the predominant economic note in American social life have not the slightest justification under conditions which now exist.

There is no doubting the fact, of course, that the vigorous healthy individual is more efficient than the unhealthy, handicapped individual, whether in study, work, or play. But this fact alone is not a proper basis upon which a state or nation should establish a health and physical education program for its schools. Such a theory answers very well in the case of livestock on our farms, and possibly in the case of slaves maintained for the sake of the fruits of their toil, but not in the case of free citizens of a republic.

In the case of such free citizens justification must rest upon the fact that out of such a school program will grow a more virile, stronger, healthier, and therefore happier, race of men and women, to whom the fulfillment of life and of life's legitimate purposes will be made more certainly attainable.

Translated into educational terms, this means that the health and physical education program of our schools must do for the child **physically** what our American theory of education already demands shall be done for the child **mentally**. We have long been acquainted with the theory which, stated briefly, holds it to be the obligation of society to see that every American child shall have the educational opportunities necessary to the completest development of his mental abilities and aptitudes. No less certainly society owes it to every American child that he shall face life as nearly perfect in body and as nearly sound in health, as healthful surroundings, nourishing diet, wholesome play, and medical and dental science can make him.

That this obligation has not yet been fully recognized by society makes it no less an obligation. It is basic to our theory of government; it is basic to our growing social philosophy. The abundant resources of the nation cannot be devoted to better purpose. A nation that neglects its little ones, whether in mind or body, cannot justly expect to develop citizens capable of long maintaining its existence.

#### **A State Program of health and physical education.**

**I**N the pages which follow are set forth description of the various phases of the school program of health and physical education in California. It should be remembered that this program has been in process less than two decades. It should be remembered, too, that it has been developed, so to speak, from a standing start, under the necessity of overcoming the inertia of opinion not only of the general public but of many educators as well, and that to no small degree its growth has met the opposition of many people who still think of the public schools in terms of the past. Even so, the public schools of this state today constitute one of the chief agencies for the protection and maintenance of the health of California citizens.

The discerning reader will not fail to see that the present health and physical education program in California is but a beginning. It can hardly be regarded otherwise than as in its infancy. Of the more than one million children and youth now in the schools of this state, thousands are under-nourished or mal-nourished; even still greater numbers are handicapped by various kinds of sensory and physical defects. Other thousands are denied the social, moral, and physical development they should have through properly organized and supervised recreational activities under trained and capable teachers and leaders.

To remedy these conditions is the purpose of the state's program. All cannot be accomplished by the school. Much will have to be accomplished through the home, and the education of parents.

But until every child is properly nourished, clothed, and protected in a wholesome environment; until every correctable defect is remedied; until every child is brought into thoroughly planned and supervised play activities where he can enjoy a normal development of his mental, moral, social, and physical nature, California's program of health and physical education will not be complete.

A million youth, strong and beautiful physically, morally and socially adjusted for better and fuller living, and stanchly true to the obligations of their citizenship: they are the purpose, and they will be the justification of a complete program of health and physical education in the great state of California.



## Part II. Health and Physical Education in California

**I**N the pages which follow are discussed questions which are commonly asked about the program of health and physical education in the schools of California. It is the purpose of this bulletin to present in a straight-forward manner to California citizens the essential facts relating to this program.

The limitations of the present program, and its weaknesses as well, are freely admitted. However, the plans are drawn, and the efforts of sincerely interested leaders and teachers are being directed to the achievement of an adequate physical education program for the young of this state.

It is hoped that the material contained herein will impress its readers with the social importance of this program, and will give to California citizens the vision and the hope of a million California youth, strong and virile of body, clean and vigorous of mind, facing the future unblemished and unafraid.

### 1. Is health and physical education organized on a national scale?

No. Unfortunately, thus far the federal government has done very little to promote health and physical education in the schools of the various states. Each state is thus left entirely to its own resources and methods in promoting this kind of educational service. Some of the states have made a good beginning along this line, while others have done little.

### 2. How does the health and physical education program in California rank with those of other states?

The School health and physical education program in this state ranks on a par with the best in the Union. It is vastly superior to those in most of the other states.

### 3. Is there a standardized, uniform program of health and physical education in all parts of California?

No. The state law requires all elementary schools in the state to devote twenty minutes each day, and all high schools to devote at least two hours per week, to physical education. By rule of the State Board of Education all pupils in Grades 9 to 12 must have a health and physical education program daily with periods no less than 40 minutes in length. Some districts considerably exceed these minimum requirements. There are also certain other legal requirements designed to protect the health of children in school.

School districts throughout the state vary greatly in their methods of using the time required for physical education. They also vary widely in the amount of equipment, health service, and activities provided, as well as in their provisions for trained leaders and teachers, and professional health workers.

In many of the smaller schools the physical education program consists of little more than time for more or less free play or "recess" for the children. In other districts provisions are made for health services including inspections, child feeding in needy cases, medical and dental care, school nurses, and well organized and supervised programs of physical education for children on the different levels, including corrective features in special cases.

### 4. Why is such a program not standardized and made uniform in all districts?

In the past the state legislature has seen fit only to lay down uniform minimum time requirements, as stated above. It largely rests, therefore, with the local districts as to how this time shall be used for physical education purposes.

There are several reasons for this arrangement. Probably the most important reason has been the lack of finances on the part of many districts. As a general thing those local districts which have had relatively large amounts of wealth per child have been most progressive in their developments along the line of health and physical education. On the other hand, many of the districts have found it difficult to finance a meager program in the so-called "regular" school subjects.

Another important reason for the widely different programs of physical education and health among the schools of California is the fact that the people, and even the educa-

tional authorities, in many communities have remained largely unaware of the need of such activities.

Many educational administrators, and teachers alike, have considered education as a matter relating wholly or primarily to the child's mind, without reference to the child's body. Only slowly is the knowledge dawning upon educators that all education is the result of activities, physical as well as mental; that the child takes his mind as well as his body to the playground, and that some of the most valuable of all mental lessons are to be learned there.

**5. What are the present legal requirements relating to the health of children in California schools?**

Chapter IV of the California School Code is given in full below. It will be seen that the obligation of boards of school trustees and city boards of education are stated only in general terms. It will also be seen that the powers necessary to the establishment of an effective health program are permissive, not mandatory.

*Chapter IV, Part I, of Division I—Health Supervision*

**Article I—Powers and Duties of Governing Bodies of School Districts**

1.110. For the purposes set forth elsewhere in this Chapter, said boards may appoint it shall be their duty to give diligent care to the health and physical development of pupils, and where sufficient funds are provided by district taxation, to employ properly certified persons for such work.

1.101. Boards of school trustees, city, and city and county boards of education are hereby authorized and empowered to provide for proper health supervision of the school buildings and pupils enrolled in the public schools under their jurisdiction.

**Article II—Employment of Physical Inspectors**

1.110. For the purposes set forth elsewhere in this Chapter, said boards may appoint a physical inspector, or physical inspectors, as the board may determine, to consist of a physician, teacher, nurse, oculist, dentist, optometrist, or any one or more of said persons. In case of the appointment of more than one physical inspector, said inspectors may, in the discretion of the board, all be chosen from any one of the classes designated. Said board may also appoint such number of nurses and dental hygienists as it may be deemed necessary to work under the direction of the physical inspector or inspectors and may provide for the compensation of such employees, but no money set aside for the payment of teachers' salaries or for library purposes may be used for this purpose.

1.111. The boards of school trustees or the city boards of education of two or more school districts in the same county may join in the employment of a physical inspector, or physical inspectors, and may use funds not set aside for the payment of teachers' salaries or for library purposes for the expenses of such work. Such boards may employ a nurse or nurses under the direction of a physical inspector to examine the schools under their jurisdiction.

1.112. No physician, oculist, dentist, dental hygienist, optometrist, nurse or other person shall be employed or permitted to supervise the health and physical development of pupils under this Chapter or any other provision of law unless such person holds a health and development certificate granted in accordance with the provisions of this Code.

**Article III—Physical Examination of Pupils**

1.120. The board of school trustees or the city or city and county board of education shall make such rules for the examination of the pupils in the public schools under their jurisdiction as will insure proper care of the pupils and proper secrecy in connection with any defect noted by the physical inspector or his assistant and may tend to the correction of such physical defect or defects.

1.121. A parent or guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which he is enrolled a statement in writing, signed by such parent or guardian, stating that he will not consent to the physical examination of his child provided for in this Chapter, and thereupon such child shall be exempt from any physical examination, but whenever there is a good reason to believe that such child is suffering from a recognized contagious or infectious disease, such child shall be sent home and shall not be permitted to return until the school authorities are satisfied that such contagious or infectious disease does not exist.

1.122. When a defect has been noted by the physical inspector, or his assistant, a report shall be made to the parent or guardian of the child, asking such parent or guardian to take such action as will cure such defect or defects.

1.123. The physical inspector shall make such reports from time to time as he may feel is best to the board of school trustees or city board of education, or as the board may

call for, showing the number of defective children in the schools of the district and the effort made to correct such defects.

Article 3.41 of Chapter IV, Part I, Division III of the California School Code (See page 125 of the 1931 edition) reads as follows:

Attention must be given to such physical exercises for the pupils as may be conducive to health and vigor of body, as well as mind, and to the ventilation and temperature of school rooms.

#### 6. What are the present legal requirements relating to physical education in the schools of California?

Article VI of Chapter I of Part V of the California School Code, which relates to Physical Education, is quoted in full below. The provisions of this law are to be found on pages 165 to 167 of the 1931 edition of the California School Code. This law was passed in 1917, and has been largely instrumental in bringing about progress in physical education in this state.

#### Article VI—Courses in Physical Education

3.730. The board of education of each county, city and county, and city, whose duty it is to prescribe the course of study for the elementary schools of such county, city and county, or city, shall prescribe suitable courses of physical education in accordance with the provisions of this Article for all pupils enrolled in the day elementary schools, except pupils who may be excused from such training on account of physical disability.

3.731. The high school board of each high school district shall prescribe suitable courses of physical education in accordance with the provisions of this Article for all pupils enrolled in the day high schools of such district, except pupils regularly enrolled in high school cadet companies and pupils who may be excused from such courses on account of physical disability.

3.732. The aims and purposes of the courses of physical education established under the provisions of this Article shall be as follows:

- (1) To develop organic vigor;
- (2) To provide neuro-muscular training;
- (3) To promote bodily and mental poise;
- (4) To correct postural defects;
- (5) To secure the more advanced form of co-ordination, strength, and endurance;
- (6) To promote such desirable moral and social qualities as appreciation of the value of co-operation, self-subordination, and obedience to authority, and higher ideals, courage, and wholesome interest in truly recreational activities;
- (7) To promote a hygiene school and home life;
- (8) To secure scientific supervision of the sanitation of school buildings, playgrounds, and athletic fields and the equipment thereof.

3.733. It shall be the duty of the superintendent of schools of every county, city and county, or city, and of every board of education, board of school trustees, or high school board, to enforce the courses of physical education prescribed by the proper authority, and to require that such physical education be given in the schools under their jurisdiction or control.

3.734. All pupils enrolled in the elementary schools, except pupils excused therefrom in accordance with the provisions of this Article, shall be required to attend upon such courses of physical education during periods which shall average twenty minutes in each school day.

3.735. All pupils enrolled in the secondary schools, except pupils excused therefrom in accordance with the provisions of this Article, shall be required to attend upon such courses of physical education for at least two hours each week that school is in session.

3.736. When the number of pupils in any city, or city and county, or school district is sufficient, such city, or city and county, or school district shall employ a competent supervisor and such special teachers of physical education as may be necessary.

3.737. The trustees of two or more contiguous elementary school districts, or the trustees of one or more elementary school districts and the high school board of the high school district in which such elementary school district or districts are situated may, by a written agreement, join in the employment of a competent teacher of physical education for such districts, and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned as the school boards concerned may agree.

3.738. The supervisor of physical education appointed under the provisions of this Article shall be experienced in the supervision of physical education in public schools. He shall not be subject to the provisions of any civil service law of the state. He shall exercise general supervision over the courses of physical instruction in elementary and secondary schools of the state. He shall exercise general control over all athletic activities of the public schools; shall advise school officials, school boards, and teachers in matters of physical education; shall visit and investigate the work in physical education in the



public schools and shall perform such other duties as may be assigned to him by the state board of education.

3.739. The salary of the supervisor of physical education fixed under the provisions of this Article shall be subject to approval by the state board of control.

3.740. It shall be the duty of the state board of education:

3.741. To adopt such rules and regulations as it may deem necessary and proper to secure the establishment of courses in physical education in the elementary and secondary schools in accordance with the provisions of this Article;

3.742. To appoint a state supervisor of physical education whose duties are hereinbefore defined;

3.743. To compile or cause to be compiled and printed a manual in physical education for distribution to teachers in the public schools of the state.

3.744. The state board of education shall have power:

3.745. To employ the necessary expert and clerical assistants in addition to the state supervisor of physical education, in order to carry out the provisions of this Article;

3.746. To fix the compensation of the state supervisor of physical education and all other employees;

3.747. To pay the actual and necessary traveling expenses of the state supervisor of physical education and expert assistants while on official business.

#### **7. What is being done by the State of California to promote health and physical education in the schools of this state?**

In the California State Department of Education there is a Division of Health and Physical Education. The functions of this division are to promote an adequate program of health and physical education in all the schools of the state; to render service to schools and school officials in providing information, giving advice and encouragement, and in making decisions and interpretations; to carry on co-operative research projects in the fields of health and physical education; and to establish means whereby the programs of health and physical education in the schools may be evaluated and improved.

The Chief of the State Division of Health and Physical Education is N. P. Neilson, whose offices are with the State Department of Education, Sacramento. Mr. Neilson and his staff are rendering a high type of service to the citizens of the state through their many activities, and are intimately in touch with all phases of their field of work throughout the state. Information and expert advice relating to health and physical education are made available to the citizens, as well as to the school authorities, of all California communities.

#### **8. What other organizations and agencies are engaged in furthering the development of health and physical education in California?**

The California Association of Health, Physical Education, and Recreation was organized in 1930. This association numbers among its members the leaders and many of the workers in these fields in the schools of the state. The purpose of the association is to further the development of programs of health, physical education, and recreation by stimulating intelligent interest in, and providing accurate information about, the work in these fields. The president of the California Association of Health, Physical Education, and Recreation is Robert E. Munsey, Santa Monica.

The California Congress of Parents and Teachers for many years has been active in promoting the physical welfare of school children. As a state body, this organization has been instrumental both in stimulating wide interest in, and in circulating accurate information about, child welfare. The present president of the California Congress of Parents and Teachers is Mrs. William J. Hayes, whose offices are at 26 O'Farrell Street, San Francisco.

Local parent-teacher organizations, affiliated with the California Congress of Parents and Teachers, have done (and are doing) splendid work in improving the physical welfare of children. Such local groups have sponsored and supported provisions for the feeding and clothing of thousands of needy children. Through the co-operation of local physicians and health authorities, physical inspections are made of school children, and, not infrequently, of pre-school children. In great numbers of needy cases remedial treatment is provided, dental defects are cared for, crooked limbs are straightened, and blurred vision righted by correct glasses. Thus are the lives of thousands of children made happier through the efforts of this beneficent organization.

In addition to these direct activities, the California Congress of Parents and Teachers,

with its local organizations, is active in promoting the education of parents in the proper care of children. Until such time as the citizens of the state see fit to take over parental education as a public-supported enterprise, along with a thorough-going program of health and physical education, the importance of the activities of these groups in the improvement of the parenthood of the state and the nation can hardly be over-emphasized.

**9. To what extent are physical education activities general among California schools?**

During the school year 1930-31, physical education was a definite part of the school program in 4052 elementary schools, 169 junior high schools, 398 high schools, and 16 junior colleges of California. This program effected the lives of 764,735 pupils in grades one to eight, 246,676 pupils in grades nine to twelve, and 17,057 junior college students.

The most recent figures available show that there are 2088 full-time and part-time teachers of physical education employed in California. These teachers were distributed as follows:

In junior high schools.....	466
In high schools.....	1407
In junior colleges .....	117
In teachers colleges and in universities.....	98
<b>Total.....</b>	<b>2088</b>

**10. What is the annual cost of the present school program of health and physical education in California public schools?**

There is no accurate way of estimating the costs of the health and physical education activities now carried on in the public schools of this state. The items in the educational budget are not separated with respect to the school activity. Thus, salaries of physical education teachers are included with the salaries of other teachers. The same is true of the other items of cost. In a great many cases, too, the teacher of physical education gives a considerable part of the teaching time to other subjects, and is thus only a part-time teacher of physical education.

Because of the fact, however, that much of the physical education work is done in large groups, it is probable that the per-pupil costs of physical education are among the lowest, if not actually the lowest, in the entire course of study. A study of costs recently made by the research department of a large California city school system indicated that of all school activities the cheapest per pupil were the study hall and the physical education classes.

**11. Are school athletics an important part of the school's physical education program?**

They should be. In the thoughts of many people physical education in the schools is typified by inter-school athletics. Nothing could be further from the truth.

School athletics, of all kinds, when properly supervised and conducted, should be looked upon as a desirable part of the school's physical education program. But inter-school athletics, because they are spectacular, and conducive to local pride, often become community projects rather than actual school affairs.

Athletic games between schools are not desirable as a general thing below the high school. In many communities such contests are prohibited in both the elementary school and the junior high school. Boys and girls below high school age are too immature, physically and socially, for strenuous competition. Contests among the pupils of a single school are, however, organized and carried out. The players in these contests are usually classified with respect to age, height and weight, in order to insure a greater measure of safety to the players.

These contests, in which the competitive spirit is not so intense as in games between schools, may be participated in by all pupils who are not physically unable to do so. Through careful planning, and under close supervision, these games are made effective, not only in the development of sound bodies, but also in the teaching of valuable social lessons, and in the building of sportsmanship and character.

**12. What activities are included in the school's health program?**

The school health program includes (1) Health instruction, (2) Health examinations, (3) Preventive and protective activities, (4) Corrective health activities.

**13. What is included under health instruction?**

Health instruction includes teaching the child a knowledge of hygiene necessary for healthy living, some knowledge of physiology, the harmful effects of stimulants and narcotics, care of the sick, first aid to injuries, care in the prevention and control of communicable diseases, rules of eating, sleeping, etc.

Health instruction includes also the development in the child of correct health habits. Daily care of the body, habits of diet, of sleep, the use of clothing that is correct from the health standpoint, habits of posture and breathing, and similar habits should be formed through health instruction. Mental hygiene, including correct attitudes of mind, is an important part of health instruction.

**14. What is meant by health examinations?**

School health examinations fall into two general types: (1) The daily brief inspection of the pupils by the classroom teacher, and (2) periodic examinations by physicians or nurses (or both) to discover weaknesses, chronic disorders, physical defects, sensory defects, etc.

It is the duty of the classroom teacher to inspect the class each morning for the purpose of discovering signs of illness in the children. The most important reason for this is to prevent if possible the spread of communicable diseases. Parents sometimes are slow to note the early evidences of such diseases in their children, and send them, or allow them to go, to school when they should be put to bed under the care of a physician.

When such a child is discovered, the teacher usually refers the case to the school nurse. If no school nurse is available, the teacher makes a closer inspection and then, if it is deemed necessary, communicates with the parents, or sends the child home. In many schools this is the only type of inspection actually carried out.

Where school nurses and school physicians are provided the children are given periodic examinations. This includes weighing and measuring the child, and the keeping of accurate growth records. The child is examined for organic disorders, for defects of posture and growth, and for eye, ear, nose, and throat defects, etc. Reports of discoveries of weaknesses or defects are made to the parents of the child, along with advice as to what course should be followed for the good of the child.

**15. What is included under protective and preventive activities?**

The state requires the parent to send the child to school. It is felt that the school owes it both to the parent and to the child to see that no bad effects to the child's health shall result from school attendance. The prevention of the spread of communicable diseases through inspection has already been mentioned. This is but one of the many measures taken to protect the child while in school.

Care must be taken in the heating, ventilating, and lighting of the school room to see that the child is protected. The correct adjustment of seats and desks to the child is important to the preservation and development of good posture. Sanitation in the use of books and supplies is likewise important. These matters are accomplished in part through safe and sane rules within the school, and partly through instructing the children to protect themselves from such dangers, whether in school or out.

**16. What does the school do in the way of corrective activities?**

A great many California schools have no corrective program. It is in this phase of the health work of our schools that most needs to be done. Public opinion in most communities, and in fact throughout the state, has not yet been awakened to the need in this field.

Thousands of California school children are under-nourished or mal-nourished. Physical growth is stunted, mental growth is retarded, and social and moral development warped and distorted through lack of good food and proper care. Chronic diseases prey on the bodies of children made weak and anaemic by poor nourishment, and life-long handicaps sometimes grow out of the same conditions.

In a few instances the school authorities furnish milk and, possibly, a few other articles of diet for the neediest cases. In many instances local parent-teacher groups carry on this type of remedial work with funds raised privately. The teachers themselves frequently attempt to alleviate the situation through "milk funds" and "child welfare

funds" contributed from their own salaries. Other local organizations and groups sometimes volunteer financial assistance in this work.

In addition to their lack of nourishing diet, hundreds of thousands of our school children are handicapped by more or less serious health and body defects. These include practically all the ailments that human flesh is heir to. Dental service is needed by more than 60% of our school children. Visual defects sufficient to require treatment exist in the cases of probably ten out of every hundred children. Disorders of the ear, nose, and throat are common, and weakness of the respiratory, circulatory, and digestive systems are not infrequent. Skin diseases afflict great numbers of school pupils.

Where thorough health examinations are given periodically, such ailments and defects are usually discovered and reported to the parents. In thousands of cases nothing further is done. A few parents are too indifferent to take the proper steps to make the needed corrections, but in a vast number of cases the parents cannot afford to pay for the needed remedial treatment. As a result thousands of children are handicapped for life.

Not all of these handicaps are of such a nature as to affect seriously the physical well being of the individual pupil. Facial blemishes such as crossed-eyes, and crooked or protruding teeth, if not corrected in childhood, remain as sources of embarrassment and misery throughout life. The same is true of even minor weakness and deformities of the legs and feet. These interfere with the child's ability to play normally, and may result in an ungainly carriage that will not disappear even with adulthood.

The fact that medical knowledge, and surgical and dental technique, are sufficient to correct a very large percentage of the ailments and defects of school children puts the problem squarely up to society. Society should provide remedial treatment, not as charity, but for the sake of its own future. In this way society can protect the self-respect of its members, and at the same time maintain their health and further their happiness.

#### **17. What types of work are included under the school's physical education program?**

Because of their very nature health and physical education activities are closely correlated. Both relate closely to the problem of protecting and maintaining the physical welfare of the child. Physical education has its largest sphere of activity in providing for the development of the normal child. Nevertheless, the school physical education program need need not ignore the child who is physically defective.

The functions of the physical education program fall roughly into the following classes: (1) Inspectional and protective functions, (2) Corrective functions, (3) Developmental functions, (4) Recreational functions, and (5) Character-building functions.

#### **18. What is meant by the inspectional and protective functions of physical education?**

As in the case of the school health service, the physical education program begins with physical examinations. As a general thing, these examinations are made at the same time as the health examination. Not all schools give such examinations; but no adequate physical education or health program can be carried on without frequent physical examinations of the pupils.

Records of the examinations should be kept for every child examined. The physical education program is then adjusted to the physical capacities of the child. During the period of the growth of the child, particularly during the years of adolescence, important changes in the physiology and anatomy occur more or less rapidly. This is particularly true of the relationship of the size of the heart to the capacity of the arteries.

Unless proper care is exercised in the physical program of this period, organic troubles may be developed which will never be overcome. Expert supervision and guidance is thus essential to the protection of the child's physical welfare. Many schools are attempting to exercise this protective function as a part of their physical education program.

#### **19. What is included under the corrective functions of the physical education program?**

The corrective phases of physical education grow out of the inspectional. Examinations bring to light many types of defects in the pupils, spinal curvatures, poor posture, undeveloped lung capacity, under-developed muscles, lack of sureness, precision, and coordination in certain types of muscular activities, and many other weaknesses and defects. The physical activities for handicapped pupils are adjusted with respect to their individual



needs. The purpose of this work is to restore the individual as nearly as possible to the physical balance of normal growth and development.

The detection of such defects, and particularly the adjustment of specialized activities to meet individual needs requires expert knowledge and attention. Unfortunately in a great many of the schools of the state this expert attention is not available, chiefly because the public is unaware of the urgency of pupil needs along this line. For this reason, a vast number of California school children are at present without needed corrective procedures.

**20. Do rural children need corrective procedures as much as children in the cities and towns?**

The opinion among the uninformed is still widely held that children living on farms do not require physical education activities. This belief has grown out of the wider belief that hard work in the open air will almost certainly result in unailing good health and correct physical development. Nothing could be further from the truth.

Recent surveys have shown that school children in cities are superior to school children in rural communities, in posture, growth and development, and general state of health. Bad posture, and certain types of muscular under-development are much more common among farm children. On the other hand, the need for supervised recreational activities is probably considerably greater in cities, where boys and girls as a general rule have few if any "chores" to do.

**21. What is meant by the developmental function of the physical education program?**

This function is the very heart of the school's physical education program.

This program includes systematically planned and supervised activities which, it is hoped, will meet adequately every growth need of the child. These activities are offered on the playground, in the gymnasium, in the swimming-pool, and on the athletic field.

This developmental program also involves teaching the children the habits necessary to both mental and physical hygiene. The normal child is active both mentally and physically, for activity is essential to his growth and development. Some forms of activities are constructive, mentally, morally, and physically, while other forms are just the opposite. The habits which the child develops will determine to a large extent what forms of activities he will pursue.

The problem of the school is to make hygienic mental and physical habits a mode of living. The general laws of body and mind growth are fairly well known. The physical education program is designed to provide the correct conditions for the harmonious development of the child in accordance with such laws.

The needs for developmental activities are greater than many schools have been able to meet. The nature of the developmental work makes expert leadership and guidance imperative. The ordinary teacher, who has had no special training for such work, cannot furnish such expert leadership and guidance. In many schools, some of them in the larger towns and cities, the developmental program amounts to little more than free play—play in the absence of expert supervision, and with little of the equipment necessary to a real developmental program.

**22. What is meant by the recreational function of physical education?**

The recreational function cannot be divorced from the other phases of the school's physical education program. The problem of suitable recreation is one of the most pressing problems which society has to solve for the benefit of itself and its members.

Intellectual forms of recreation, such as books and theaters, are not sufficient to meet the mental and bodily needs of boys and girls. They require recreational activities of a physical nature as well. If such needs are not met through wholesome avenues, the results will be—as indeed we can see on every hand—socially unwholesome pursuits, freakish, morbid, and vicious in character.

In the schools, the recreational needs of children are largely met through the regular developmental program. Throughout this program, the recreational attitude is sustained. Though carefully supervised, the children play for the sake of the pleasure of playing. At the same time, their physical and mental needs are taken care of. The boy or girl with a strong, vigorous body, who engages in suitable play activities, is little inclined to



morbid tendencies. This is not a theory. It is a fact which every physician and physical instructor knows.

This developmental-recreational phase of the school's physical education program serves as an outlet for lurking urges which nature has put within human beings to meet the conditions of a much more primitive existence. It is also a means of enhancing the youth time of the pupils with zest and enjoyment which otherwise would be denied them.

But meeting the immediate recreational needs of the pupils is not the only purpose of the schools emphasis upon recreational activities. The other purpose is to instruct the youth of both sexes in habits of play which will carry over into adult life.

The inability of a great many adults to play with enjoyment is evidence of their lack of a complete education. The philosophy under which the present generation of adults was reared put far too great emphasis upon work, and too little emphasis upon enjoyment and play.

One of the purposes of the school's physical education program is, therefore, to correct this philosophy and to restore a sane balance between work and play.

There is no need to fear that the youth of today will learn only how to play. The young men and women who graduate from our schools today are more alert and eager, less reluctant to tackle the problems of the workaday world than any generation of the past. It is to be hoped, however, that they will find life fuller and richer because of their ability to find enjoyment in wholesome recreation and play.

### 23. How is character-building accomplished through physical education?

Character and personality are not inborn. They are largely the results of steady growth, the steady building of desirable habits throughout childhood and youth. The home plays its part in this process; so does the church, the school, and the great world outside these institutions. But no one place is of greater importance in this respect than the playground. The playground, gymnasium, and the swimming-pool are as ideal places for character-building as they are for body-building.

Boys and girls are gregarious and physical. This means that they will band themselves together for group activities and play. The results, in so far as their characters are concerned, will depend entirely upon the conditions under which their group activities take place. The physical education program of the schools is designed to solve this problem for the benefit of the youth themselves, and of society generally.

The group activities of the playground, the athletic field, the gymnasium, and the swimming-pool present constantly the problem of ethical social conduct. The emotional control necessary to good sportsmanship, courtesy, honesty, fair-mindedness can be developed under proper conditions; as can also intelligent, alert leadership, and loyal, co-operative **followership**. Team-work is a matter of social ethics, whether on the playground of the school or in the wider sphere of adults and nations.

To learn to accept defeat without anger and without dejection is important; to learn to win with modesty is equally important. These are all matters pertaining to social culture, and to individual character-building, and as such they are vital to the program of physical education in the schools.

## New Monographs on Education

**T**HE school of education, University of Southern California, announces the publication of a series of monographs to include research studies which are outstanding in current interest.

Portraying the theory of modern Italy's leading educational reformer, a monograph on "The Educational Philosophy of Giovanni Gentile" by Professor M. M. Thompson of the school of education at the University of Southern California is volume 1, number 1 of the new monograph series.

"Evolution of Business Education in the United States" is the title of Monograph No. 2, and the author, Dr. Jessie Graham of San Jose

State Teachers College, treats of preparation of teachers of business subjects, revealing the changing aims, curricula, and procedures in secondary education in America, and considers the possibilities for preparing teachers of business subjects in high schools.

Following these will come monographs dealing with: (No. 3) "Housing the Junior College Program in California" by Dr. Cecil D. Hardesty, superintendent of schools, Westminster, California; (No. 4) "Organization and Administration of Curricular Programs" by Dr. Clinton C. Trillingham, instructor in education, University of Southern California; (No. 5) "A Group Factor Analysis of the Adjustment Questionnaire" by Dr. Raymond C. Perry, instructor in mathematics and engineering, Junior College, Long Beach.

## California Teachers Salaries

*Report of State Committee, C. T. A. Council of Education, Los Angeles, December 9, 1933; Albert S. Colton, Oakland, Chairman.*

**F**IVE years ago, in December, 1928, a report was made on teachers salaries in rural elementary schools. It is necessary at this time to make a careful analysis of various factors pertaining to teachers salaries in the elementary schools for the past school year 1932-33.

The following points have been considered:

1. Minimum salaries paid in the elementary schools throughout the state.
2. County rates for elementary schools and also county rates for secondary schools.
3. Special tax rates for maintenance.
4. Summary, by sections, showing minimum salaries paid and special tax rates for maintenance.
5. Recommendations.

### I

#### 1927-1928

Number of Districts Paying Salaries From											
Under \$1100		\$1100 to \$1199		\$1200 to \$1299		\$1300 to \$1399		\$1400 to \$1499		\$1500 or more	
a	b	a	b	a	b	a	b	a	b	a	b
Totals .....	2 7	34 10	422 80	514 232	266 199	304 182					
	9	44	502	746	465	486					
Percentage Analysis											
	.4	2.0	22.3	33.1	20.6	21.6					

a. Schools having one teacher.

b. Minima for schools having two and three teachers.

#### 1932-1933

Number of Districts Paying Minimum Salaries From											
Under \$1100		\$1100 to \$1199		\$1200 to \$1299		\$1300 to \$1399		\$1400 to \$1499		\$1500 or more	
a	b	a	b	a	b	a	b	a	b	a	b
Totals.....	64 20	214 37	717 127	636 120	289 63	301 57					
	84	251	844	756	352	358					
Percentage Analysis											
	3.3	9.4	31.9	28.6	13.3	13.5					

a. Minima for schools having from one to five teachers.

b. Minima for schools having six or more teachers.

#### Conclusions:

1. In 1923-24, 185 schools or 7.5% paid under \$1200. In 1927-28, only 53 schools or 2.4% paid under \$1200. For the past school year 1932-33, this number increased to 335 or 12.7%, 84 of these schools paying salaries under \$1100.

2. In 1927-28, 1697 schools or 75.3% paid \$1300 or over, while in 1932-33 this number decreased to 1466 or 55.4% which is about 5% more than the number in 1923-24

## 2

## A. County Rates for Elementary Schools

	0c to 19c	20c to 29c	30c to 39c	40c to 49c	50c to 59c	60c to 69c	70c to 79c	80c to 85c
1927-1928—	2	3	14	17	16	4	1	0
	3.5	5.3	24.6	Percentage Analysis 29.8	28.1	7	1.7	0
1932-1933—	1	2	9	15	17	1	9	3
	1.8	3.5	15.8	Percentage Analysis 26.3	29.8	1.8	15.8	5.2

## B. County Rates for High Schools

	0c to 9c	10c to 19c	20c to 29c	30c to 39c	40c to 49c	50c to 59c	60c to 65c
1927-1928—	3	9	21	14	6	4	0
	5.3	15.8	36.8	Percentage Analysis 24.6	10.5	7	
1932-1933—	2	0	12	17	14	8	4
	3.5		21.1	Percentage Analysis 29.8	24.6	14	7

## C. Total County Rates for Elementary and High Schools

	50c to 69c	70c to 89c	90c to 99c	\$1.00 to \$1.19	\$1.20 to \$1.46
1932-1933—	10	16	10	9	11
	17.8	28.6	17.8	Percentage Analysis 16.1	19.7

## Conclusions:

1. In 1923-24, 32 counties had county rates for elementary schools less than 50c. In 1927-28, there were 36, while for 1932-33 there were only 27 paying less than 50c. Thirty counties paid over 50c and of these 30, 12 had to pay from 70c to 85c.

2. In 1923-24, only 3 counties had county rates for high schools over 40c. In 1927-28, this number increased to 10, while for 1932-33 this number was 26, which is nearly half of the counties.

3. In 1927-28, 26 counties had a total county rate for both elementary and high schools under 70c, while in 1932-33 this number was only 10. In 1927-28, 17 counties had a total of 90c to \$1.70, while in 1932-33 this number increased to 30 counties having a total from 90c to \$1.46.

It can readily be seen that under the present law there is a very great saving in taxes to all taxpayers in these 30 counties. In 46 counties, there is a saving of 70c or more in the tax rate for this year.

## 3

## 1927-1928

Total No.	Number of Districts —Having the Following Number of Teachers—						Special —Tax Rate for Maintenance—			
	One	Two	Three	Four	Five	Six or More	None	Under 10c	10c to 19c	20c to 30c
2890	1541	494	217	144	90	404	1158	235	317	1180
	53.3	17.1	7.5	Percentage Analysis 5.0	3.1	14.0	40.0	8.2	11.0	40.8
1932-1933										
2646	1411	400	216	117	85	416	1392	213	238	802
	53.3	15.1	8.2	Percentage Analysis 4.4	3.2	15.8	52.6	8.0	9.0	30.4

## Conclusions:

1. Out of 2645 districts in 1932-33, 1411 or 53.3% have only one teacher. It is interesting to note that in 1927-28 there were 2890 districts with 1541 or 53.3% having only one teacher. There are 1837 districts or 76.6% which have only one, two or three teachers, while only 416 or 15.8% have six or more teachers.

2. In 1927-28, 40% of the districts had no special tax for maintenance which has increased to 52.6% for 1932-33. In 1927-28, 40.8% of the districts had a special tax rate of over 20c which decreased to 30.4% in 1932-33. These facts will account for the decrease in minimum salaries during the past five years.

## 4

Summary, by sections, of minimum salaries paid and special tax rates for maintenance. (Per cent of districts paying these salaries, not per cent of teachers receiving salaries mentioned.)

1932-1933

## Per Cent of Districts Paying Minimum Salaries

	Under \$1200	Under \$1300	Under \$1400	\$1400 or Over
Bay Section .....	5.3%	36.3%	68.9%	31.1%
Central Section .....	11.0%	33.7%	65.5%	34.5%
Central Coast Section .....	6.5%	33.2%	68.3%	31.7%
Northern Section .....	17.4%	60.1%	82.6%	17.4%
North Coast Section .....	20.8%	54.9%	86.0%	14.0%
Southern Section .....	14.9%	39.9%	67.1%	32.9%

Summary, by sections, of salaries paid in 1927-1928.

## Per Cent of 1, 2, and 3 Teacher Schools Paying

	Under \$1300	Under \$1400	\$1400 or Over
Bay Section .....	14.9%	50.6%	49.4%
Central Section .....	13.1%	43.9%	56.1%
Central Coast Section .....	23.1%	63.7%	36.3%
Northern Section .....	40.9%	71.7%	28.3%
North Coast Section .....	30.3%	69.4%	30.6%
Southern Section .....	13.5%	42.7%	57.3%

	Number of Districts —Paying Minimum Salaries From—						Special — Tax Rate for Maintenance —				
		\$1100	\$1200	\$1300	\$1400	\$1500					
	Under \$1100	to \$1199	to \$1299	to \$1399	to \$1499	to \$1599	None	1c to 9c	10c to 19c	20c to 30c	Total
Bay Section—	15	14	178	185	90	86	301	60	57	150	568
	Percentage Analysis										
	2.7	2.6	31.0	32.6	15.9	15.2	53.0	10.6	10.0	26.4	
Central Section—	11	36	97	136	63	84	149	57	71	150	427
	Percentage Analysis										
	2.6	8.4	22.7	31.8	14.8	19.7	34.9	13.4	16.6	35.1	
Central Coast—	4	9	54	71	39	25	119	24	16	43	202
	Percentage Analysis										
	2.0	4.5	26.7	35.1	19.3	12.4	58.9	11.9	7.9	21.3	
Northern Section—	27	109	332	175	69	64	583	45	47	101	776
	Percentage Analysis										
	3.4	14.0	42.7	22.5	8.9	8.5	75.1	5.8	6.1	13.0	
North Coast—	7	27	56	51	17	6	121	14	9	20	164
	Percentage Analysis										
	4.3	16.5	34.1	31.1	10.4	3.6	73.8	8.5	5.5	12.2	
Southern Section—	20	56	127	138	74	93	119	13	38	338	508
	Percentage Analysis										
	3.9	11.0	25.0	27.2	14.6	18.3	23.4	2.6	7.5	66.5	

## Conclusions:

1. Exact comparisons cannot be made showing the relations between minimum salaries paid and special tax rates for maintenance on account of the great variation in county tax rates. However, it is interesting to note several facts with reference to salaries and special tax rates.

Four sections having the lowest per cent paying under \$1300, also have the lowest per cent for "No Special Tax for Maintenance." The two sections, Northern and North Coast, having the highest per cent for salaries under \$1300 have the largest per cent for "No Special Tax."

The Central Section, having 34.5% of the districts paying over \$1400, has 51.7% with a special tax rate of 20c or over, and the Southern Section, having 32.9% of the districts paying over \$1400, has 74% with a special tax of 20c or more.

The Northern Section has only 17.4% of the districts paying over \$1400, with 19.1% having a special tax of 20c or more.

### 5. Recommendations

IT is very evident that there has been a marked decrease in salary schedules in the past five years. We all realize that it was necessary for teachers to take these cuts in salaries during this period of financial depression. In some cities these cuts are considered as "temporary," yet in the majority of districts the salaries will not be raised again unless there is concerted action on the part of all organizations concerned with public education.

Facts must be placed before boards of education and the public at large showing why it is imperative that teachers must receive a reasonable "saving" salary instead of merely a "living" salary. Under the present conditions with the low salaries being paid, hundreds of teachers throughout the state do not have a "living" salary.

The following reasons are given showing why boards of education should maintain and pay worthwhile salary schedules:

The character of the personnel of the teaching body is the greatest factor in determining the efficiency of a school system. Every community, interested in obtaining the best possible education for its children, should be vitally concerned about the personality and culture of its teachers in addition to an insistence on good technical training.

In the past twenty years there has been a remarkable increase in educational facilities. At the same time with the advent of the automobile, the airplane and the radio, communities have widened their horizons and due to this, more and more is demanded of their teachers.

A teacher, to be a success, must not only know how to impart her subject-matter, whatever it may be, but she must also have a cultured background enabling her to appreciate literature, art, and music. She must also be socially-minded and be alert to the civic problems of her group. In fact, she must touch her community on many sides and by so doing, she becomes one of them and upholds not only her own dignity, but also that of her profession.

During the past decade, the standards of the teaching profession have been raised so that it has become necessary for teachers in the elementary school, as well as the secondary, to spend more time in the teachers training institutions before they are qualified to teach. These demands of the public have made it necessary for boards of education to pay liberally in order to get the highest types of teachers.

In order that any school system can attract and hold excellent teachers, it is a matter of the highest importance to establish a worthwhile salary schedule. A good salary schedule not only determines the quality of the preparation of teachers entering the profession, but also the amount and character of subsequent improvement while in service.

Teachers who are ambitious to succeed are willing and very desirous of improving themselves by further study and travel to the mutual benefit of themselves and their pupils. However, this can only be done when they receive adequate salaries to justify this additional expense. Travel enriches the teacher's experience and gives her an enlarged point of view, which increases her efficiency both in and out of the classroom.

It is also exceedingly important not only to have a good "living wage" but also a "saving wage." Teachers should not be unduly concerned for their future on account of the small annual savings. They must have a just margin after living expenses are paid so that they can set aside an amount sufficient to meet emergencies that arise and for the period of retirement.

When teachers are continually concerned with trying to make ends meet, due to the many responsibilities placed upon them, they do not have that leisure time which is absolutely essential to a continuance of the mental and physical vigor which is expected of them. Teachers must have time for reading and study, time for recreation and time for travel.

The teacher who lives in comfortable surroundings befitting her profession, brings to her classroom vigor, enthusiasm and initiative. No community can expect a teacher to



give her very best to the children with whom she is in daily contact unless she receives a sufficient compensation, so that her standard of living is equal to that of the majority of people of ability and culture in that community.

Character, personality, and intelligence are factors that determine the worth of teachers and in order to get teachers who have these highly desirable qualities, which make for success in other occupations in the business world, it is necessary to pay worthwhile salaries to hold them in a system.

**I**N conclusion, the members of the committee further recommend that state-wide surveys of teachers salaries in elementary and secondary schools be made at least every two years so that teacher organizations and boards of education will have available data to help in developing and maintaining salary schedules that will help to keep the teaching profession in California on the highest level possible.

Submitted by: Harold P. Baldwin, Oakland; Helen Holt, Alameda; George W. Moyse, Glendale; Paul E. Stewart, Santa Barbara; Dan H. White, Fairfield; Albert S. Colton, Oakland, Chairman.

Table 6

1932-1933

## Minimum Salaries Paid in All Districts

A. Minima for districts having from one to five teachers.

B. Minima for districts having six or more teachers.

	Under \$1100		\$1100 to \$1199		\$1200 to \$1299		\$1300 to \$1399		\$1400 to \$1499		\$1500 or Over	
	a	b	a	b	a	b	a	b	a	b	a	b
<b>Bay Section</b>												
Alameda .....	2				4	5	9	8	7		3	5
Contra Costa .....	1				5	7	10	2	9	1	8	3
Lake .....			1		11	2	1	1			1	
Marin .....	1				10	2	14	1	4	1	7	3
Napa .....					13		9	1	6	2	4	
San Francisco .....												
San Joaquin .....	4	1		1	17	2	23	3	17	1	10	1
San Mateo .....					3		7	7	2	3	7	4
Santa Clara .....	1	1	2	1	11	7	11	6	7	6	3	
Solano .....			4		8		8	2	6	1	6	3
Sonoma .....	2		1		52	1	43	2	7	2	6	1
Stanislaus .....	1	1	1	3	13	3	6	2	3		1	
Tuolumne .....					2		8	1	5		9	1
<b>Totals.....</b>	<b>12</b>	<b>3</b>	<b>9</b>	<b>5</b>	<b>149</b>	<b>29</b>	<b>149</b>	<b>36</b>	<b>73</b>	<b>17</b>	<b>65</b>	<b>21</b>
<b>Central Section</b>												
Fresno .....	4	1	10	3	33	5	48	3	22	5	10	3
Kern .....					3		5	5	11	1	49	6
Kings .....		1	2		11	2	12	2	3			1
Madera .....	1		9		5	1	15	2	5	1	3	1
Mariposa .....					6	1	8		6		4	
Merced .....	2		5	1	10	3	15	2	4	2	5	
Tulare .....	1	1	6		14	3	17	2	3		2	
<b>Totals.....</b>	<b>8</b>	<b>3</b>	<b>32</b>	<b>4</b>	<b>82</b>	<b>15</b>	<b>120</b>	<b>16</b>	<b>54</b>	<b>9</b>	<b>73</b>	<b>11</b>
<b>Central Coast Section</b>												
Monterey .....		1	1		7	3	15	4	8	2	17	3
San Benito .....					9		11		9			2
San Luis Obispo .....			2		21		25	2	10	3	2	
Santa Cruz .....	2	1	6		12	2	12	2	7		1	
<b>Totals.....</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>49</b>	<b>5</b>	<b>63</b>	<b>8</b>	<b>34</b>	<b>5</b>	<b>20</b>	<b>5</b>

	Under \$1100		\$1100 to \$1199		\$1200 to \$1299		\$1300 to \$1399		\$1400 to \$1499		\$1500 or Over	
	a	b	a	b	a	b	a	b	a	b	a	b
<b>North Coast Section</b>												
Del Norte .....	1		5	1	6							
Humboldt .....	2		2		9	1	20	1	15		4	
Mendocino .....	4		9		27	2	27	1	2		2	
Trinity .....			10		11		2					
Totals.....	7	0	26	1	53	3	49	2	17	0	6	0
<b>Southern Section</b>												
Imperial .....	2		10	2	6	1	9	4	1		4	
Inyo .....					1		8		3	1	5	
Los Angeles .....	3	5	6	12	12	18	12	14	11	8	7	7
Orange .....	1	1		2		8	2	7	6	9	8	
Riverside .....		1	5	3	16	8	17	1	4			
San Bernardino .....	1	1	1	2	11	7	20	4	9	1	13	1
San Diego .....	2	2	5	3	23	7	21	1	7	1	5	1
Santa Barbara .....					2		3	2	3	3	30	3
Ventura .....		1	3	2	5	2	8	5	5	2	8	1
Totals.....	9	11	30	26	76	51	100	38	49	25	80	13
<b>Northern Section</b>												
Alpine .....							3					
Amador .....	1		1		8	1	10	1	3			
Butte .....	1		7		23	2	14	2	5	1		
Calaveras .....	3		2		8	2	7		6		5	
Colusa .....			2		7	3	1	1	6		1	
El Dorado .....			7		39		6	1				
Glenn .....	2		7		13	2	7		1			
Lassen .....		1	5		10	1	13		2		1	
Modoc .....	3		20		13		4	1	1		1	
Mono .....									3		4	
Nevada .....	1		8		16	1	2	1			2	
Placer .....	2		1		12	3	19	2	2		1	
Plumas .....	2				2	1	3		10		11	
Sacramento .....	5		2	1	2	4	9	2	8	3	21	5
Shasta .....	1		7		61		15		2	1		
Sierra .....			2		2		2		3		1	
Siskiyou .....	3		15		29		18	5	1		2	
Sutter .....			3		14	2	6		1		2	
Tehama .....			14		23	2	5	1	2			
Yolo .....			2		11		9	3	4	1	3	2
Yuba .....	2		3		15		2		2	1	2	
Totals.....	26	1	108	1	308	24	155	20	62	7	57	7

Table 7  
1932-1933

Counties	No. of Districts Having the Follow- ing Number of Teachers—						Special Tax for —Maintenance—				County —Rates—	
	1	2	3	4	5	6 or More	None	1c to 9c	10c to 19c	20c or Over	Elem.	H.S.
<b>Bay Section</b>												
Alameda .....	43	14	5	2	4	18	9	3	10	21	36.9	33.9
Contra Costa .....	46	12	11	8		2	13	17	2	7	20	41.0
Lake .....	17	19	1	2	1	3	10	1	3	3	56.0	53.0
Marin .....	43	26	6	3		1	7	24	3	2	14	46.0
Napa .....	35	25	4	2	1		3	27	2	2	4	46.0
San Francisco.....												
San Joaquin .....	80	28	13	18	8	4	9	32	19	8	21	50.0
San Mateo .....	33	14	1	3		1	14	5		6	22	73.5
Santa Clara .....	56	15	6	5	5	4	21	22	9	3	22	55.0
Solano .....	38	23	7	1		1	6	22	6	5	5	53.0
Sonoma .....	117	73	21	7	4	6	6	91	12	5	9	74.5
Stanislaus .....	34	8	11	6			9	20	3	6	5	56.0
Tuolumne .....	26	20	2	2			2	22			4	56.4
Totals.....	568	268	88	59	23	19	111	301	60	57	150	

Counties	No. of Districts Having the Follow- ing Number of Teachers—						Special Tax for —Maintenance—				County —Rates—	
	No. of Dist.	1	2	3	4	5	6 or More	None	1c to 9c	10c to 19c	20c or Over	Elem. H.S.
Central Section												
Fresno .....	147	36	32	31	20	8	20	47	31	28	41	51.0 41.0
Kern .....	80	49	10	6	1	2	12	9	5	19	47	39.0 21.0
Kings .....	34	10	14	1	3		6	8	7	8	11	40.0 23.0
Madera .....	43	24	8	5	3	1	2	20	1	2	20	46.9 24.5
Mariposa .....	25	21	4					21	2		2	52.0 63.0
Merced .....	49	15	12	12	2		8	21	5	8	15	70.0 38.0
Tulare .....	49	18	15	6	2	3	5	23	6	6	14	70.6 52.1
Totals.....	427	173	95	61	31	14	53	149	57	71	150	
Central Coast Section												
Monterey .....	61	31	10	4	1	2	13	25	9	4	23	55.0 30.5
San Benito .....	31	19	8	1	1		2	26	3	1	1	48.0 58.0
San Luis Obispo .....	65	48	5	4	2	1	5	33	11	8	13	45.0 32.0
Santa Cruz .....	45	26	7	3	4		5	35	1	3	6	75.5 55.5
Totals.....	202	124	30	12	8	3	25	119	24	16	43	
North Coast Section												
Del Norte .....	13	9	1		2		1	10	2	1		32.5 34.5
Humboldt .....	54	35	13	2	1	1	2	30	11	4	9	46.6 29.4
Mendocino .....	74	57	6	4	4		3	59	1	4	10	69.5 51.2
Trinity .....	23	20	1	2				22			1	77.0 52.0
Totals.....	164	121	21	8	7	1	6	121	14	9	20	
Southern Section												
Imperial .....	39	6	6	11	6	3	7	13	2	2	22	83.2 43.1
Inyo .....	18	11	4		1	1	1	5	1	4	8	30.0 27.0
Los Angeles .....	115	23	11	7	3	7	64	4		6	105	36.9 28.3
Orange .....	44	4	1	3	4	5	27	5		4	35	41.0 29.0
Riverside .....	55	21	8	5	2	6	13	16		4	35	76.0 49.0
San Bernardino .....	71	31	13	6		5	16	11	2	3	55	85.0 49.0
San Diego .....	78	43	9	6	3	2	15	30	4	7	37	52.4 36.6
Santa Barbara .....	46	23	6	6	3		8	24	1	4	17	31.5 22.5
Ventura .....	42	15	7	2	2	3	13	11	3	4	24	36.6 29.1
Totals.....	508	177	65	46	24	32	164	119	13	38	338	
Northern Section												
Alpine .....	3	3						3				
Amador .....	25	19	3			1	2	21		2	2	54.0 40.0
Butte .....	55	37	9		5		4	39	3	3	10	56.0 41.0
Calaveras .....	33	26	5	1	1			33				56.0 35.0
Colusa .....	21	14	1	1	1		4	11	4	2	4	30.0 23.0
El Dorado .....	53	48	3	1			1	51			2	53.0 53.0
Glenn .....	32	18	8	4			2	24	5	1	2	39.0 31.0
Lassen .....	33	28	3				2	27	3		3	45.0 42.0
Modoc .....	43	38	3		1		1	38	1	3	1	54.0 45.0
Mono .....	7	5	2					7				42.0 .09
Nevada .....	31	27	1	1			2	28			3	83.0 63.0
Placer .....	42	24	8	2		3	5	28	3	3	8	70.8 41.9
Plumas .....	29	23	3	1	2			10	4	4	11	26.5 31.0
Sacramento .....	62	14	17	8	3	5	15	32	7	8	15	43.0 41.6
Shasta .....	87	80	4		1	1	1	78	3	1	5	69.0 37.0
Sierra .....	10	8	1		1			4		1	5	45.0 65.0
Siskiyou .....	73	54	7	2	4	1	5	64		2	7	76.0 57.0
Sutter .....	28	13	4	5	1	2	3	13	1	7	7	51.6 35.9
Tehama .....	47	32	10	1	1		3	34	6	1	6	52.0 35.0
Yolo .....	35	19	6	1	1	2	6	19	3	5	8	47.9 43.5
Yuba .....	27	18	3	2	2	1	1	19	2	4	2	42.8 27.8
Totals.....	776	548	101	30	24	16	57	583	45	47	101	

## Is Indian Art Recognized?

MARGARET W. BLECHA, *Redlands Junior High School*

**T**HE value of Indian Art is just beginning to be realized by the American people. How few of us have ever thought about Indians in any other way, except as a fast-disappearing race of people or else a group of naked figures doing some pagan dance!

But in recent years good roads have made it possible to travel from coast to coast. In our dash across country we have visited curio-shops or have come in direct contact with some of the Indians. In this hurried view, we see many types of arts, crafts and perhaps a dance.

About seven years ago a group of artists, writers, and others who were interested in the Indians, organized in Santa Fe, New Mexico, an Indian Arts Fund. They realized the value of making a collection of the arts and crafts of the tribes of the southwest.

Rare specimens were bought from curio-shops, private collections, and from other museums. A large collection of pottery was gathered and other desirable material, such as Navajo blankets and silver, and basketry from other tribes. The purpose of this group was to preserve the Indian's arts and crafts for future generations.

As this group became better known they realized they would need buildings and equipment for the continuation of the work.

Through friends Mr. and Mrs. John D. Rockefeller, Jr., heard of the Indian Art Fund. On a visit to Santa Fe they became interested and later a fund was established. Three years ago a lovely adobe building, which is so fitting with the surrounding country, was built with other buildings to come as the growth of the group increased. It is now known as the Laboratory of Anthropology.

Here the Indian Art Fund and other groups may carry on their work. When the Indian Art Fund group first started, they thought that 500 pieces of pottery would complete a life-history of pueblo pottery. To date there are over 1600, with more to be collected. To tell of the work of each member of the laboratory would be a book in itself, but one can briefly say, that each person is working with the idea in view of helping the Indians and preserving their arts.

During the last two summers (32-'33) the laboratory has held an Indian Art class, under direction of Mr. Chapman, a member of the staff and an authority on pueblo pottery. This class

was arranged so as to encourage the appreciation of the Indian Arts, and with a hope of spreading this appreciation throughout the United States.

The class visits the pueblos at which they observe the actual work of pottery-making, home-life, and gain a better understanding of these people.

**P**OTTERY, one of the oldest and most interesting of the arts, is at the present one of the most profitable for the Indians and because of this it is one of the laboratories special problems.

The pottery is made of clay gathered from nearby hills, by the women. After the clay has been strained and then soaked with water, the building of the bowl begins. First a small ball of clay is pressed into a shape and size desirable for the bottom of the bowl. Then by rolling coils and adding one upon the other, pressing and smoothing them together, the woman builds with much skill a beautiful shape. One does not have to question whether this art is creative, for as she builds one feels the growth and development of something one loves and desires to do. The moulded bowl is then sun-dried, and a slip painted over it. While the slip is still damp the bowl is polished.

Then the man's work begins, as he paints the designs on the pieces of pottery. The last but one of the most important steps is the firing. This is done out in the open. The pottery being placed upside-down on hot coals and wood or placed over and around the pottery. After this has burnt the pottery to a red heat the pottery is removed and the bowl is complete.

The encouragement of Indian arts and crafts should be of interest to all of us. These really belong to the American people and with this material so close at hand, we should make use of them to a greater advantage than heretofore, thus encouraging these people to create the best and increase the value of Indian Arts.

\* \* \*

"Notawkah, Friend of the Miamis" by Arthur H. Hays, is a story recounted of the Wabash Country, now in the State of Indiana. It happened during 1761-62 when the history of the Northwest Territory was just beginning to be made. John Corrington or "Notawkah" was a friend of the Indians. His exploits and adventures form a thrilling story in U. S. history.

This is a good story to be read by grammar-grade pupils as a background for American history. Caxton Printers are the publishers.



## Educational Values of Clothing Courses

PROFESSOR GRETA GRAY, *University of California at Los Angeles*

**M**ANY persons who recognize the direct economic gain that results from the saving of money by making garments and household textile articles instead of buying them ready-made, fail to see other economic gains which result from this practice.

The home economics teacher is aware of the latter and as a rule does her best to show her pupils how to profit from them in the largest measure.

There are other educational values which the alert and interested teacher may secure for her pupils which are frequently overlooked. These have to do with health and with social attitudes affecting the welfare of the individual, the family, and society.

### Economic Gains

In 1930 a study was made of the money-cost of reproducing childrens and womens dresses sold in shops in Los Angeles. In every case the same quality of material was used as was found in the ready-made garment. Dresses made of materials which could not be duplicated were not included. Information as to the amounts of materials required was obtained from the factories making these dresses.

The results of this study are shown in the table. The retail prices of the dresses are those at which these garments were made to sell, and the costs of materials are based on regular prices; special-sale prices were not considered.

Some of the dresses might have been purchased for less at the end of the season, and likewise much of the material might have been picked up at bargain-sales.

This table shows that the cheapest garments can be bought ready-made for less than the retail-buyer pays for materials, but that there are large savings on the **better** garments.

But the figures do not tell the whole story. The seamstress who can cut her own pattern or use an old garment as a pattern can save on all but one of these garments. Further savings result from using buttons, snaps and trimming that have already given service. If one has the time, it pays to sew at home.

There are additional savings due to home-sewing. The home-made dress, shirt, slip and other garments may wear longer because for the same price as that of the material in the ready-made garments material more suitable for heavy-duty may be chosen, the garments may be more

amply cut to suit individual needs, and they may be better-made.

In clothing courses pupils learn to recognize the qualities of materials and workmanship in ready-made articles, and so to be better buyers of these as well as of materials by the yard. Thus they avoid the costly lessons learned from experience in buying and wearing.

The care, repair, and cleaning of clothing taught in clothing courses also results in direct saving of money.

There are other less obvious economic gains. In clothing courses is taught the esthetics of dress, that is, the art principles of balance, rhythm and harmony in line, mass and color applied to costume. A few persons have an instinctive feeling for these things but many have to learn them if they are to be attractively and becomingly dressed. A costume which does not bring out the good points of the wearer but which on the other hand emphasizes defects or is ugly in itself is an economic and social handicap. On the other hand the person who is suitably and becomingly dressed even in the simplest materials appears at her best and is at ease.

### Health Gains

The clothing teacher has several ways in which to introduce the cultivation of health habits. Clothes designed to fit an upright figure hang in ugly lines and "bunch" on a slouchy round shouldered one, and in this connection posture may be studied. The individual paper dress-form or the stuffed one which lets us "see ourselves as others see us" is another point of departure for health work.

The study of posture shows us we must have good bones and good muscles, consequently good diet, ample rest and fresh air, together with the right kind of exercise and clothing, to have a graceful figure and carriage.

From this the teacher can go into the ways in which tight garments, skirts, arm-holes, collars, shoes, etc., prevent graceful posture and movements, and also impede the circulation so interfering with the development of bone and muscle.

This is a good point at which to consider the relation of clothing to activity. Flowing skirts and sleeves, ruffles and draperies are dangerous when working with machines or near a flame, driving a car, or engaging in sports. Here the suitability of such garments as the carpenter's

overalls with pockets for various small articles he uses frequently may be indicated.

Can the pupils design or select something especially suited for house work? for hiking? for the beach? for children's school and play clothes?

At this point may be taught the benefits of exposure of the skin to light. The differences between what we require of clothing in summer and in winter should be taught and how to choose clothes to meet these requirements. Fibre, weave, finish, cut, fit, and trimming all enter into this.

Another approach to hygiene is opened through teaching the esthetic side of clothing. Pretty dresses do not go with unbecoming hair dressing, uncared-for hair, neglected hands, and bad complexions. Here is a chance to teach personal cleanliness and daintiness, the right use of makeup, and the necessity for keeping ourselves in good health by diet, rest, fresh air, exercise, bathing, and suitable clothing.

#### Social Gains

The clothing teacher should not attempt to teach nutrition, physical training, or other branches of hygiene which are taught in special courses, but merely to point out the value of such work and to reinforce it, but the hygiene of clothing is in her own field and a serious study of this subject by the teacher herself is of great value in her work.

In that phase of clothing in which costs are studied, the costs of clothing for all the mem-

bers of the family should be taken up to see what relationships are fair with respect to the cost of clothing for father, mother, and girls and boys of different ages.

**W**ITHOUT going into any detailed study of budgets, the clothing teacher may point out that much more is spent and must be spent for food and shelter than for clothing, that in most family budgets not more than one-eighth to one-sixth of the family income is spent for clothing, about the same amount for shelter, and about one-third for food.

When girls who are earning money live at home and spend from one-half to three-fourths of what they earn on clothes, as many do, they develop wrong standards of dress and they think they are self-supporting when their parents furnish them free room and board. Girls should learn that subsidized workers in industry and business make conditions more difficult for those who are not so subsidized, and that any person in receiving free room and board and spending an undue amount on clothes is in unfair competition with those who must pay all their expenses.

In many cases a girl is unfair to her hard-working parents as well, preventing them from enjoying certain comforts or pleasures, or from saving as much as they might for their old age, she may be unfair to other children in the family preventing them from getting as good a start in the world as they otherwise might.

#### Comparison of Money Costs of Ready-made and Home-made Dresses

Article	—Ready Made—		Home Made Costs					
	Cost of Manufacturing	Retail Price	Total	Material	Trimming, Bindings, etc.	Thread, Snaps, Buttons, etc.	Pleating, Hemstitching, etc.	Pattern
Child's Percale Dress.....	\$ 0.66	\$ 0.98	\$ 1.12	\$ 0.47	\$0.10	\$0.20		\$0.35
Child's Print Dress .....	1.16	1.95	1.38	.68	.30	.05		.35
Child's Linen Dress.....	3.48	4.95	3.88	2.50	.75	.28		.35
Child's Georgette Dress.....	3.57	10.95	4.73	2.90	.40	.25	\$1.15	‡
Woman's Cotton Dress.....	.76	.98	1.32	.67	.10	.20		.35
Woman's Cotton Print Dress.....	1.11	1.95	2.69	.75	\$1.29	.20		.45
Woman's Cotton Print Dress.....	1.09	1.95	1.77	.92	.10	.30		.45
Woman's Rayon Dress.....	2.35	3.95	3.04	2.34	.10	.15		.45
Woman's Rayon Dress.....	2.26	3.95	2.11	1.36	.25	.05		.45
Woman's Canton Crepe Dress.....	21.05	40.00	17.02	15.97	.50	.05		.50

\*Includes labor and overhead.

‡Unnecessary.

§The lace collar on this dress was similar to the one on the ready-made dress, but not exactly like it. It cost \$1 and was the cheapest that could be found in Los Angeles. The manufacturer paid \$2.40 per dozen for these collars.

Those whose parents do not need or want board money are unfair to themselves and their future husbands and children, or to their own needs in after years if they do not save money for the future, whatever it may be.

### Consumers Must Fight Sweatshops

Another social responsibility which should be taught in clothing courses is the consumer's responsibility for sweat shop conditions, child labor, and other unfair industrial and business practices. The NRA will help here, but it must be supported by consumers who realize what its aims and methods are if living conditions are to be improved.

To realize to the full the educational values which may be had from clothing courses, the teacher must be more than a seamstress and fashion expert. Not only the techniques of needle and shears must be taught, but also the application of art principles, the hygiene of clothing and the economic and social principles involved. None of these should be omitted even from courses in the elementary schools, although less can be given to elementary school pupils than to the older ones in high school.

\* \* \*

## Cruelties to Animals

**A**T the annual convention of state Congress of Parents and Teachers, held in Bridgeport, Connecticut, resolutions were unanimously adopted by 500 delegates present.

*In view of the cruelty involved in the preparation and making of many of the wild animal and jungle pictures widely advertised and shown in the theaters at the present time, and in consideration of the degrading moral effect of such pictures upon young people who view them, subverting in their influence the humane educational work of the schools, and destructive of the character training efforts of both parents and teachers, it is therefore resolved:*

**First**, that this state convention of the Congress of Parents and Teachers protest the making and showing of moving-pictures of acts suggesting cruelty, acts actually portraying cruelty to animals, acts that can obviously be secured only by cruel practice, and acts that portray animal cruelties among themselves accompanied by suffering and bloodshed.

**Second**, that this convention does hereby denounce the exploitation of innocent animal life, both wild and domesticated, for the purpose of amusing people by an appeal to their baser instincts.

**Third**, that this convention does hereby register its opposition to the making and showing

of such animal films by discouraging attendance at the theaters when they are shown, and by spreading information relative to the nature of such pictures and the demoralizing effect they have upon all, especially upon children.

**Fourth**, that a copy of these resolutions be sent to the leading producers of staged animal pictures throughout the country, and to the managers of moving pictures theaters in the state of Connecticut.—Courtesy, E. Catherine Soper, Womens Humane Club of Southern California.

\* \* \*

## Elementary School Library

**S**AN FRANCISCO public elementary schools are attracting nation-wide attention by leading the way in the establishment of elementary school libraries, judging from the hundreds of requests which have been received by Dr. Joseph Marr Gwinn, superintendent of schools, for copies of "The Library in the Elementary Schools" which was recently issued.

The results of an intensive study of the library problem in elementary schools made under the direction of Bertha E. Roberts, deputy superintendent, were contained in the publication which has struck a progressive response from educators throughout the country.

Definite need for elementary school libraries was established by the survey and as a result several were started in the schools.

"May I congratulate on this exceptional piece of work," writes Dr. Amos C. Hoyt, director of research in Hartford, Connecticut, Public Schools, in a request for 300 additional copies for distribution to school administrators in that city.

The Los Angeles Board of Education and the Los Angeles Public Library have requested more than 100 extra copies of the publication. Emmet Clark, superintendent of Pomona Public Schools, says "Our elementary principals are reading every word of the San Francisco School library bulletin as we're all interested in working out some sort of an Elementary School Library service."

W. J. Bogan, superintendent of schools in Chicago, styles the San Francisco publication as "extremely stimulating and one that will help to make the library what it should have been long ago—a fundamental part of the elementary schools."

\* \* \*

Doubleday Doran, Publishers, have recently issued two interesting books for young people. "Java Jungle Tales," by Hendrik De Leeuw and introduction by Hendrik Wilhelm Van Loon, is "for any one over 10 years old."

"Eric The Red," by Lida Hanson, tells of the adventures of a Viking lad in Norway, Iceland, Greenland, and America.

## Why Is a Teacher?

\* ELIZABETH B. MARSH, *Los Angeles City Schools*

**T**HERE they are, Teacher! Forty of them! Teach 'em, Teacher, teach 'em! You have 40 minutes before you. Lotts a time! A minute apiece!

All you have to do is to instruct them in oral compositions and written compositions; in grammar and love of reading; in vocabulary; in punctuation, pronunciation, and enunciation; in posture and parliamentary procedure; and in many other tactics by which teachers all over our land are stamping out the vices of ignorance and illiteracy together with rouge, rum, and economic ruin.

Be not faint-hearted; you have 40 minutes. But hold, there may be time out for interruptions from the attendance office, from the administrators' respective offices or from the librarian. Or maybe some boy headed for Welfare Center will "bust in" and demand that you sign his checking-out card.

Maybe the period won't be 40 minutes long. It may be shortened for Uplift Day when there occurs a long home-room period, commonly known as the teacher's curse. In this period youth will learn how to be well-born via the eugenics class; how to read a book in case he is ever left alone long enough to read one, and how to be polite with Emily Post as a mother to guide him.

Anyway, once upon a time a teacher had 40 minutes and 40 eager-not-to-be-taught little biological specimens; ages 12 and up; grade placement, eighth year; type of institution, junior high school.

In order to cover the course-of-study at least in spots and in spite of the traditional obstacles, teacher ruled. The frolicsome 40 resisted, a part of them all the time and all of them a part of the time.

The day arrived when teacher grew weary of her reign; she longed to abdicate. She began to kick her heels against her throne and to long for freedom.

Then came dawn!

### Scenario of a Scene in the New Era

The period begins. A fair-haired boy rushes in and throws his books on teacher's desk, which he then rifles and provides himself with a gavel. The room fills, the chatter rises high, a tall miss seats herself beside the presiding officer with a

secretarial book in her hand, the bell rings, and the gavel thumps the desk. They are off!

*(With the teacher out of the room even temporarily!)*

The meeting has proceeded.

"And now we'll vote for these people you've nominated," thunders the president. "The nominees will lay their heads on their desks so they can't see whether their friends vote for them or not. The secretary will count the hands."

The officers for the ensuing term are quickly elected.

*(The electorate is too young to be politically minded and to abound in oratory and intrigue. Give them time.)*

"Any new business?" roars the president. "Then we'll proceed with the program."

*(These programs, as variegated as great grandmother's quilt, take place weekly, but no urchin has ever uncovered the fact that the class is getting educated in oral composition.)*

"Today the boys will explain to the girls what football's all about."

Or "Today we will continue our reports on 'My Hobby.'"

Or a bit of written composition is included by way of variety, "Billy M. will read you the ballad he wrote about Kit Carson and the three bears."

### Another Scenario

The scenario now grows murky. Is it all hokum or has teacher an idea by its slippery tail? The president is getting all the fun of running things. Youth has merely exchanged a big Mussolini for a little one, and big Mussolini lurks hungrily in the background. Teacher goes into conference with her inner voice. Came another dawn.

**A**NOTHER day, same room, same biological contributions from the home and society. Same teacher, still fool-rushing in lieu of angel-treading.

Reading is the motif. "Free reading." Gone are the customs of "Let the teacher be up and at 'em." No, it's another day; a glad, glad day. God's in His heaven, and teacher's in the back of the room. The class is "socialized"! Let the



youngsters do it! Haven't we oldsters made enough of a mess of everything?

So here we are, a group in each corner of the room and one in the middle. The classic setting of Puss-in-the-corner. A legally elected chairman presides, and each squad chat about the books they're reading. It's much more fun for Tommy, he says, than to stand before the class and think they're booing him. Fun for the fidgetting 40 but not so much exercise for teacher's nicely developed vocal machinery.

A funny-looking room. One squad elects to sit on the floor; another on the window sill and a radiator; the squad in the middle clammers onto the formal desks which are so admirably adapted for lockstep learning; and one unit chooses to stand. It's only a matter of five or ten minutes anyway and then back to one's own Zane Grey, Will James, or Charles Dickens.

On the initial occasion of sharing books in huddle formation, boys *sat* and girls *stood* but the custom went out via public opinion, without benefit of Emily Post too.

Write compositions and letters? Letters to teachers? Vacant faces grow plentiful. "We could write letters to our president or to our squad 'chairmans'." So they could and do.

"And those funny talks about our 'Fantastic Families.' Let's write them and put them into a book with pictures we've made!"

"Gee, I never knew English could be so much fun."

So the days go by with more and more self-management and with a reasonable amount of learning which is accomplished with varying degrees of ease and of pleasure. (Observe that last word, you sentimental reformers, who think that the only pleasure children get out of school is in "Aud. Calls," "Extra-Curricular Activities," and anywhere but in their classes.)

"And so youth did all the work and teacher lived happily forever after."

No, all the teacher has to do is to untangle tangled strings; to sow a new idea at frequent intervals; to capture their half-formed ideas and to give birth to new ones with rabbit-like fecundity; and above all, oh, sublime achievement, to cultivate the difficult art of self-restraint, to talk less, to admonish less, to dominate less and to retreat more and more often from the seat of the mighty, the center front of the room, to the paths of the experienced guide, up and down the aisles or into some handy spot where she's get-at-able but not too much in the way.

Wait till you're asked to talk, teacher, and see how you like it!

## C. T. A. Southern Section

### Teaching Staffs Enrolled 100% in C. T. A.

*As of December 11, 1933; in addition to schools listed in December issue.*

#### Imperial County: Westmorland.

**Los Angeles County:** Lancaster, Hermosa Beach, Manhattan Beach, Norwalk, Palos Verdes, Redondo Beach, South Whittier, Spadra, Temple, Compton Elementary Schools, Inglewood—Kelso, Montebello High and Elementary Schools.

**Los Angeles City:** Aldama, Amelia, Angeles Mesa, Ann Street, Avenue 21, Bandini Street, Barton Hill, Bridge Street, Budlong Avenue, Central Avenue, Clifford Street, Commonwealth Avenue, Eagle Rock, Echandia, El Sereno, Graham, Griffin Avenue, Hermon, Hoover, Laurel, Lillian, Logan, McKinley Home, Middleton Street, Miles Avenue, Normandie Avenue, 184th Street, 109th Street, Paducah, Reseda, San Fernando, San Rafael, Santa Monica Boulevard, Serrania Avenue, 74th Street, 61st Street, Soto Street, Sunset Avenue, 36th Street, Union Avenue, Utah Street, Van Ness Avenue, Vinedale, El Retiro High School, Blind and Sight Saving Department, Crippled Division—High School, Superintendents Department, Art Department.

**Orange County:** Anaheim—Broadway, Citron, Brea—Laurel School, Buena Park, Huntington Beach, Laguna Beach, Laurel, County Superintendents Office, Huntington Beach U. H. S.

**Riverside County:** Alford, Coachella, Elsinore, Thermal, Corona High and Elementary Schools, Riverside City—Independiente.

**San Bernardino County:** Cucamonga, Fontana, Victor Valley Union High School—Big Bear High School, Redlands High and Elementary Schools.

**San Diego County:** Campo, Carlsbad Union, Chula Vista Union, Coronado, Lemon Grove, Ramona, San Dieguito, South Bay Union.

**Santa Barbara County:** Guadalupe Joint Union, Montecito Union, Santa Maria Elementary Schools, Santa Barbara City—Evening High School, La Cumbre Junior High School.

**Ventura County:** Nordhoff Union Grammar.

\* \* \*

## Careers Ahead

Little, Brown and Company have recently published "Careers Ahead" by Joseph Cottler and Harold Brecht.

This volume of vocational guidance for boys and girls covers 60 occupations. The authors teach English in Central High School, Philadelphia. There are 27 illustrations in aquatone.

The purpose of this skillfully-prepared volume is to impel the young reader to investigate one or several of these occupations on his own account, and that his ultimate choice will be more intelligent and more happy because of the information thus acquired.

## School District Finances

ALFRED E. LENTZ

*C. T. A. Legal Advisor, Sacramento*

**T**HIS article is a sequel to one which appeared under the same title in the September 1933 issue of the *Sierra Educational News*. Since the first article appeared the Attorney General has rendered two opinions in response to inquiries made by the Superintendent of Public Instruction, and the Appellate Court has handed down a decision, all having an important bearing on the application of section 20 of Article XI of the Constitution, particularly the so-called "5% limitation clause."

In his opinions 8827 and 8827a the Attorney General has placed a very strict interpretation on the limitation clause. While he rules that funds coming to a school district from the federal government are not subject to the limitation clause because the purpose of the clause was to benefit taxpayers and the application of the clause to the expenditure of such federal funds would in no way benefit the taxpayers but might operate to impose burdens on them, the Attorney General rules that moneys apportioned to school districts by the state as well as funds accumulated by a school district for building purposes under School Code section 4.281, even though such funds were accumulated prior to the taking effect of the clause, are all subject to the limitation clause. However, the opinion of the Appellate Court hereinafter mentioned, differs somewhat from the opinion of the Attorney General.

The Attorney General had been requested to give his opinion on the question of whether the limitation clause applied to obligations incurred by a school district prior to the effective date of the clause which was June 27, 1933. This question was answered in part by the Attorney General in his holding that obligations lawfully incurred during the fiscal year 1932-1933, but which were not in fact paid until the fiscal year 1933-1934 should, in applying the limitation clause, be considered as expenditures of the fiscal year 1932-1933 and not as expenditures for the school year 1933-1934. This does not answer that part of the question relating to the application of the limitation clause to obligations incurred in 1932-1933, which were not legally payable until during the year 1933-1934 as, for example, contracts with teachers or contracts for the furnishing of school supplies. The Attorney General has been requested particularly to give his opinion on this phase of the question.

The procedure under which school districts

may hold elections to exceed the limitations of section 20 of Article XI of the Constitution has been held by the Attorney General to be that set forth in Political Code sections 1044, 1120, 1121, 1133 and 1151. These sections do not, however, furnish a complete procedure and it is suggested that the procedure for the holding of elections for the issuance of school district bonds, as set forth in School Code sections 4.960 and following, be followed using such positions of the Political Code sections cited as may be applicable.

The opinion of the Appellate Court handed down in *Crow v. Board of Supervisors, County of Stanislaus, et al.* (75 C. A. D. 741) contains much food for thought. The case has been appealed to the Supreme Court, but the opinion of the Appellate Court is well worth studying. The principal point which the case decided was that in determining the application of the limitation clause to the expenditure of counties, funds raised by counties through school taxes levied under section 6 of Article IX during 1932-1933 must be considered as expenditures of the county during that year.

Of far more interest to those interested in school finance is the holding by the court that apportionments to counties of moneys by the state from the revenue of the gas tax is not within the purview of section 20 of Article XI of the Constitution and must be deducted from the expenditures of the county before applying the limitation clause, and that the clause applies to moneys raised by county taxation. The non-application of the clause to moneys not raised by county taxation means, of course, that such moneys are not expenditures within the meaning of section 20 of Article XI of the Constitution.

### Applying the Rule to Districts

It takes but a short step to apply the rule given by the court to school districts. If moneys apportioned to a county by the state for roads are not county expenditures within the meaning of section 20 of Article XI of the Constitution, why should not apportionments made to counties by the state for school districts be also considered as not subject to the limitation clause? The two situations, it would appear, are identical, the state apportioning funds in both instances for the benefit of political subdivisions of the state, and both cases come well within the statement of the court that the purpose of section 20 of Article XI was: "The lightening of the burden of taxation upon the respective counties and its assumption by the state, and therefore . . . the section relates only to moneys

(Please turn to Page 64)

# Educational News in Los Angeles Press

JOHN H. MCCOY, *Journalism Instructor, Santa Ana Junior College*

**T**HAT Los Angeles editors regard public schools and colleges as valuable news sources is evidenced in the result of an educational newspaper survey which reveals that a total of 4,017 stories and photographs appeared in 101 issues of the five leading Los Angeles dailies over a three-month period.

Exactly 30,505 column inches, or nearly one-half mile of news space, was allotted educational institutions according to figures compiled by the writer and Dr. C. C. Crawford of the University of Southern California School of Education.

Of the 4,017 items, 3,507 were news articles and 510 were photographs pertaining to school affairs and activities. The news articles occupied 23,265 column inches of space for an average length of 6.6 inches, while the photographs occupied 7,240 inches, an average of 14.19 column inches for each news picture.

Evidence that the newspapers do not print a large amount of school news which may be construed to be sensational or scandalous is contained in the results of the press investigation which indicate that but 1.46 per cent of the total space was occupied by anti-social news articles.

## Summary of the Educational News in All Los Angeles Newspapers Selected for the Study Which Extended from October 30, 1932, to January 31, 1933, Inclusive.

Type of News	Number of Articles	Space in Inches	Per Cent of Total
Informative	1177	6486	21.26
Anti-Social	96	446	1.46
Society	480	1648	5.40
Athletic	1705	14366	47.10
Editorial	49	319	1.05
*Photographs	510	7240	23.73
<b>TOTAL</b>	<b>4017</b>	<b>30,505</b>	<b>100.00</b>

\*Includes rotogravure sections.

In reading and measuring the publications it was found that with a very few exceptions all informative or constructive articles grouped themselves under twelve distinct and separate headings: finances, technocracy, science and research, buildings, courses, adult education, extracurricular activities, parent-teacher association items, alumni notes, radio news, accidents and deaths, and activities of the faculty and administration.

Anti-social items in which school people were given mention were found to fall under six sub-

topics: murder, robbery, divorce, suicide, law suits, and miscellaneous items.

Contents of the remaining four divisions of society news, athletic news, editorial comment, and photographs are self-explanatory.

Mrs. Gussie Sheafor, teacher in Dunsmuir Grammar School for 29 years and now a resident of San Diego, recently received a beautiful token of appreciation when a group of her former pupils sent her a packet of letters and photographs. This unique form of remembrance was sponsored by the Dunsmuir Parent-Teacher Association.

Sierra Educational News takes pleasure in announcing the publication of "All in the Pioneer Teacher's Day", a charming little book of pedagogical reminiscences compiled by the Historical Committee of the California Retired Teachers Association.

Bret Harte days are recalled; our greatest educator, John Swett, lives again. The volume is introduced by State Superintendent Kersey; Mr. and Mrs. Edwin Markham are among contributors. Copies may be obtained from C. R. T. A. Headquarters, 181 South Berkeley Avenue, Pasadena. Price fifty cents.

## Honor Schools in Tulare County

The teaching staffs in the following school districts in Tulare County have enrolled 100% in the C. T. A. for 1934:

Elementary: Allensworth, Alpaugh, Ash Springs, Aurora, Buena Vista, Central, Citrus South Tule, Cottonwood, Dinuba, Ducor, East Orosi, Elderwood Union, Elk Bayou, Eshom Valley, Exeter, Hanby, Hot Springs, Kaweah, Kings River, Lake View, La Motte, Laurel, Lindcove, Locust Grove, Lovell, Monson, Nickerson, Olive, Orosi, Paloma, Pixley, Pleasant View, Porterville, Rocky Hill, Rural, Strathmore Union, Sunnyside, Terra Bella Union, Tipton, Visalia, Walnut Grove, Waukena Union, White River, Woodlake, Sultana.

High Schools: Alpaugh, Exeter, Lindsay, Orosi, Porterville, Strathmore, Woodlake.

The Social Economic Goals of America is an important bulletin recently published by the National Education Association. Its contents cover,—the need for a revaluation of national goals; ten desirable goals; the new program for education. This far-sighted bulletin is worthy of very careful study by all California school-people and study groups.

## Predicting Ninth Grade Success

N. J. LAUGHLIN, *Principal, Live Oak High School, Sutter County*

**F**OLLOWING other attempts to study the predictive possibilities of various tests for eighth grade students, Live Oak High School administered the Stanford achievement test in June 1932 to eighth grade students.

From these data attempts were made to predict general scholastic success in grade nine of the senior high school. The measuring unit of scholastic attainment used was the E. Q. (educational quotient). Students were given a percentile rank on this basis.

Furthermore, an attempt to predict English success in the first year in high school was made by giving each student a percentile rank on the total score in the Stanford achievement test on the items "total reading," "spelling," "language usage," and "literature." In addition, the percentile rank on the total arithmetic score was used to predict success in high school algebra.

The percentile rank on each of the above factors was determined only from among those students who came to Live Oak High School. There were 26 cases.

The total grade-points earned by each student at the end of his first year in high school determined his percentile rank among his fellows in general scholastic attainment. The only subject not included in such computation was physical education. Following this method of comparing first year high school success with E. Q. as shown by the Stanford achievement test, the following was revealed:

62% of the students maintained their position among the upper 50% of the group.

70% of the students maintained their position in the lower 50% of the group.

35% did not vary more than ten percentile points from their former percentile rank.

Using the arithmetic scores as predictors of general success in first year in high school it was found that 77% of the upper 50% in arithmetic remained in the upper 50% on general scholastic success in the freshman year. Likewise 77% maintained their position in the lower 50%.

No very definite conclusions may be drawn from the data on algebra success. The records do show that three of the highest ranking students in arithmetic took algebra, and two of them ranked highest in the algebra class, but the third had a median rank in algebra.

Data revealed that the best indication of success in high school English is the degree of success in eighth grade English. With no exceptions, those in the upper 25% in total English score (sum of scores in reading, spelling, language usage and literature) on the Stanford achievement test remained in the upper 25% in high school English. With one exception, those in the upper 50% maintained their position in the upper 50% in the ninth grade.

While it is obvious that 26 cases is insufficient for scientific work, the following indications were made apparent by this study.

1. The degree of attainment by eighth grade students in the Stanford achievement test may be used for predicting ninth grade success, but its usefulness in this respect is quite limited.

2. The degree of success of the eighth grade student in arithmetic appears to be as good as the total score on the Stanford achievement test in predicting ninth grade scholastic success.

3. Arithmetic success in the ninth grade appears to be a good predictor of algebra success.

4. English success in the ninth grade seems to be the best indicator of ninth grade English success, although the E. Q. was almost as good in this study.

\* \* \*

### A Spanish Story of Three Kings

Agnes O'Brien, teacher of Spanish, Sacramento Evening High School, recently prepared a Christmas tale in Spanish in order to give her students some idea of how our Spanish-American neighbors celebrate the Feast of Christmas.

Unable to find a suitable story emphasizing the fact that Spanish children receive their gifts on January 6 (Twelfth Night) ostensibly from



the Three Kings instead of from Santa Claus, she compiled a simple narrative that a beginning student in Spanish could easily read and comprehend. The account and word list fill five mimeograph pages.



## American Book Company's New Books

ROY W. CLOUD

**A**MERICAN BOOK COMPANY, publishers of school and college textbooks, has brought out numerous new books this winter. Worthy of special note are:

1. **First Steps** (Fact and Story Readers) by Suzzallo - Freeland - McLaughlin - Skinner. This pre-primer supplies 40 pages of easy reading and precedes the Primer of the Fact and Story Readers.

2. **First Days With Numbers** by Upton covers counting to 1,000, the 100 addition and subtraction facts, simple measurements, telling time, making change, the fractions one-half and one-fourth, etc. The book may be introduced in the second half of the first grade or at the beginning of the second grade.

3. **The Westward March of Man** is a four-book series by Knowlton and Wheeler for elementary schools. It presents a broader outlook, a better conception of our history than has been customary in such textbooks. The first volume, **Our Beginnings in the Past**, tells the story from the earliest times, of how men lived and what they wore, how they passed through the stone age and began to cultivate the soil, how they learned to write and to establish an order of government.

4. **Our Past in Western Europe**, the second of the series, tells of the cultural development of civilized society. Here are shown the steps by which man passed from barbarism to civilization and those phases of European civilization which form America's cultural inheritance.

5. **English Practice Books—Grade V**. This third workbook in the Fenner - Madden series was prepared by the Misses Browning and Walsh of Louisville. Almost all of the 119 exercises are a page in length.

6. **Exploring Latin** by a Committee of Latin Teachers in Baltimore (Brennan-Loane-Englar). In this try-out language course the young pupil has opportunity to find out whether he enjoys language work and whether he is likely to succeed in it.

7. **Second German Book** by Betz and Holzwarth. The aim of this course is to enable students to read German with ease and enjoyment; it includes grammar review, some of the more important words and idioms, and the principles of word-building.

8. **How the World Lives and Works** by Brigham and McFarlane is book four of Our World and Ourselves Series. This geography

reconsiders the facts the pupil has learned in the three preceding books, furnishes him with a richer content of well-organized information and presents a re-survey of the whole world from industrial, economic, and social points-of-view.

9. **Workbook in Business English** by Hotchkiss and Drew. Practice material based on actual business letters, current business articles, and recent advertisements, unique in its practical application to a business course.

10. **Technique and Administration of Teaching** by Garrison. This comprehensive discussion presents a well-integrated theory and practice designed to unify the work of learning, teaching, and self-supervision. It makes clear the fundamentals of a successful teaching technique.

11. **Adolescent Psychology** by Arlitt. Designed especially for use in colleges and teachers colleges in their courses in education and in educational psychology. It also is used as a supplementary text in courses in general psychology.

\* \* \*

Essentials of Taxation, by H. L. Lutz and William G. Carr, is a valuable pamphlet recently issued by National Education Association. It is worthy of careful study by all teachers and citizens interested in the welfare of the public schools.

\* \* \*

## A Kindergarten-Primary Meeting

**C**ALIFORNIA Kindergarten-Primary Association Bay Section enjoyed a recent meeting at the Educational Teacher-Guidance Center, at Atherton, San Mateo County.

The biennial election of officers took place at a short business meeting conducted by the president, Mrs. Edith Austin of Berkeley, who has served the organization most efficiently for the last two years.

The Romany Trio of Stanford University and Mabel Spizzy entertained with delightful musical numbers. The address of the afternoon was given by Robert E. Gibson on Education in Russia.

A buffet supper was served at 5:30 p. m., after which Mrs. Lucile Stewart, most gracious hostess of the day, explained the work of the Educational Teacher-Guidance Center, which is under her direction and supervision. Through it many teachers have been guided in classroom work, and have been helped in solving many problems.

It is the outgrowth of many years of sincere effort to provide a new type of democratic, sympathetic professional guidance, and make it available to many elementary teachers. Mrs. Stewart has a staff of loyal co-workers and contributing writers, including many nationally-known educators.



## Creative Work and the Child's Personality

EVELENE FLANAGAN DAVIS, *Teacher of Art, McKinley Elementary School, Berkeley*

**R**ARELY does the child show a desire, in drawing and painting, to create the ugly. To the adult standards of beauty the product of the child's artistic attempts may lack beauty. At the same time the understanding adult must grant that the motivation which prompted the attempt was a desire to create beauty. Certainly this urge to create must be respected. The justification for the attempt to create a beautiful drawing or painting with the inadequate technic of the average child, lies in the experience of creating.

If one accepts this standard of creating as intrinsically worthwhile, the foundations of the old order of teaching art must be relaid. For one can no longer behold the meaningless blob of color and poorly-drawn objects which a child has created with an inner joy of expression and say "This is not beautiful."

This means that the child should be given guidance in his artistic attempts, so that the products may more nearly approach those standards of beauty accepted in the world about him. Children, to more or less degree, are self-critical. If the result of a child's creative experience is lacking in those standards commonly set for beauty, he loses his desire to create in these media and at the same time loses those standards by which he may judge beauty as expressed by others.

Skilfully and sympathetically controlled, the child may build up certain drawing and painting skills whereby he can, to his own joy and satisfaction, express his emotional urge to create. It is the emotional satisfaction in this creative expression which gives him a definite drive to observe more closely those things which he wishes to put into his drawing or painting. A combination of this observing and this creating enlarges his response to beauty now and in later life as well. In this age of speed, specialization, machine-made and machine-governed living, we need to give our children every opportunity to seek and to respond to beauty.

The very young child does not have inhibitions of self expression to break down. His confident expression in paint and with pencil or crayon is sufficient to satisfy his urge to create. The product of his activity rarely holds further interest for him.

But the older child is often inhibited and self conscious in expressing himself. Many times he

paints to please the adult who is going to see his work. This is due to fear of criticism and a desire to express only that part of his inner emotions which he feels will bring him praise. He also feels an afterglow of emotional coloring and interest projected into the product of his experience, which to some extent blinds and inhibits a critical regard of the expression.

On the other hand the child cannot be flattered into the belief that his painting is beautiful if it lacks technical aspects of beauty, nor would one care to thus deceive the child. This would be not only difficult but certainly disastrous to the child's trust in the critic and in his own self esteem. For the older child is self critical. However, no matter how handicapped, a child may be by lack of graphic talent, training or skill, he will always respond to sincere respect, understanding, and interest on the part of the adult in his creative experience.

**A** CHILD once said to me, "That's terrible, isn't it?" The tangible paint and paper production was terrible. But I had seen his face, had felt some of the intensity with which he groped toward an expression of what he felt.

I replied, almost afraid the child would mistrust my bald statement of insight, "What you felt was beautiful for I felt it too, while you were painting. I hope it made you as happy as it did me."

With the help of a few reference drawings which I made under his guidance, he tried the painting again and the result was sufficient to satisfy his critical attitude. He came often to use his free time painting in the art room although he had no talent other than that ability to release an inner creative urge. I discovered that he was obsessed with a decidedly inferior feeling among his companions because of a marked inability in playground activities and that, through others appreciation of his painting, he built up a certain self esteem his nature craved.

One day he boasted to me, "I had to make the target marks on the fence for our ball-throwing contest this afternoon. Most of the kids can't draw a straight line, let alone a circle."

Again, the justification for the attempt to express beauty in drawing and painting lies in the beauty of the experience of creating.

That the child feels emotional satisfaction in

creative drawing and painting cannot be denied by one who has watched the joy of children in the art classroom. Aside from their growing appreciation of beauty, there are manifested day after day specific behavior traits on the part of the children which show development in their emotional personality. The following typical cases are taken from the crowded, routine-hampered classes with which most teachers deal.

### Paul's Inferiority Complex

Paul had an inferiority complex. As one teacher said, "He is afraid to call his soul his own." He felt that everything he did lacked merit. He had no observable native talent and his first paintings were complete failures as far as any technical skill was concerned. He did not wish any one to see them and seemed unhappy in his work. It would be too long a story to tell how, little by little, he began to find satisfaction and then joy in creating his pictures.

At present he likes to show his work, though it is imperfect in many ways. He often came at noon or after school to paint and once gave a picture for a gift. Paul looks happy in the art room now. His paintings show a decided emotional urge to express something which he feels is beautiful and therein lies their strength. Even the casual observer notices a certain intrinsic appeal underneath the faulty technic.

**T**HEN there was Jean, a timid girl, who shrank and trembled before the group. It was my pleasure to meet Jean in the fifth grade, where she was accompanied for several days at first by her mother, because she was afraid to face the teacher and the class alone. Her paintings, because she had a natural gift, were convincingly lifelike but were so timidly painted that they could not be seen a few feet away. It took at least two periods of painful concentration to paint a picture.

Again we must skip the intervening period which led to a joyful abandon of emotional release, expressed in as many as two paintings to a period, done in quick, vigorous technic. Her work in junior high school shows that the creative emotional release which she found has not been discarded. Her mother says she paints a great deal at home, especially when she has been troubled about something.

There is Jack, a fighter. Too small for his age, he increased his own estimation of his stature by fighting boys twice his height. His expressive paintings of people were done after much of his fighting drive had gone into artistic efforts.

Does this attitude toward the artistic attempts of children's creative activities do justice to the talented child? Emphatically, no. Here there is

not only the problem of release but direction and, strange to say, the problem of finding the talented child. The undiscovered talented child is often the disorderly child, a problem for the mental hygienist. The solution of what to do with the talented child is not only a psychological one but an administrative one as well.

One of the most outstanding contributions of modern psychology has been the discovery of the individual. The discovery of the distinctive behavior traits and needs of the talented child has, on the whole, become a universal educational problem; but there are so many possible solutions tied up in the red tape of administrative problems that it has become a veritable Gordian knot, yet to be untangled.

Not only the talented child but the untalented child also, feels the need, to some degree, to create. The expression of this need with the sympathetic guidance of the understanding teacher, may more fully integrate the child's personality. The understanding teacher is not the one who looks to achievement alone but holds sacred the innermost experience of the child and guides him well.

\* \* \*

### Junior Audubon Clubs

**N**ATIONAL Association of Audubon Societies this year offers to teachers a large list of leaflets with colored pictures of birds from which to choose junior club material. Out of the 22 subjects listed, all but 6 are found in California. Helen Pratt, the junior field agent for California, suggests that choice be made from the following subjects as most commonly found in the west:

Bald Eagle, Mourning Dove, Song Sparrow, Red-winged Blackbird, Red-tailed Hawk, Cedar Waxwing, Nighthawk, San Diego Towhee, Chipping Sparrow, Great Horned Owl, Green Heron.

The Bittern, Yellow-billed Cuckoo, White-crowned Sparrow, and Cardinal are found here but not commonly seen. The leaflet on Passenger Pigeon has value as it describes a vanished species. The choice of bird buttons is Robin or Redstart.

All wishing this material please make a choice of 6 bird subjects and one button for each child-member. The fee is 10 cents. Each teacher forming a club may receive a set of material at the club rate. These educational leaflets regularly sell for 5 cents. A complete list will be sent upon request.

Miss Pratt is glad to assist any teacher wishing to form a club by showing the leaflet material and by her lecture "Beautiful Birds of California," illustrated with colored slides.

Send for material to the Junior Field Agent for California, Helen S. Pratt, 2451 Ridge View, Eagle Rock.

## The Social-Study Hour

SALLY RYRIE, *Teacher of Grades 1, 2, 3, Mission School, San Bernardino County*

**I**N a recent book by Grace Storm entitled "The Social Studies in the Primary Grades" she says, "The aims and spirit of modern education have brought about a new curriculum. A new kind of subject matter which meets the activity interests of children. The term "social studies" has come to mean, in the primary grades, an integrated program dealing with community life, geography, social types, civics, and history. . . . The social studies provide many activity situations or purposeful activities as a means of learning."

One of our chief aims in teaching social studies is to increase the child's knowledge of the activities and habits of people of other lands. Ideas are gained which form a valuable foundation for the history and geography study of the later grades.

The specific aims may be defined as follows:

1. To have children appreciate the fact that people living in other parts of the world must adapt their mode of living to their particular environment.
2. To give pictures and impressions of the activities and habits of people in other lands.
3. To develop a feeling of friendliness and sympathy for people in other lands.
4. To learn about the children of other lands.
5. To contrast the foods, clothing, shelter, and transportation of other people with those of our own country.

With this very definite aim in mind, we began our activity with the things about the child and his home environment. Always keeping in mind here, as with each new country or people studied, the subheads under the big subject of "Our World Neighbors," that is, food, shelter, clothing, and transportation.

Our American homes and occupations.

a. Home experiences where the industry is principally growing citrus fruits.

b. Home life of people living on dairy ranches and grain farms.

c. Homes of friends and relatives in small cities such as furnish shopping-centers.

2. Homes of people living in big cities such as Los Angeles and San Francisco.

Each new situation was compared to our own surroundings.

The idea of the home as a shelter was emphasized briefly by a study of animal and bird homes—particularly those animals and birds common to California.

The collecting instinct so prevalent in all children was extremely valuable for they brought many interesting nests and pictures of animal

homes. The nests as well as bird homes made from boxes was the beginning of a small museum. As most of our things were loaned from the childrens homes, the museum was never the same from week to week, but at times contained besides the birds-nests, Indian arrowheads, baskets, pottery, and rugs. Besides collecting these things, they collected pictures of homes illustrating as many of the types we discussed as they could find. These we made into a booklet.

During this period of work, many Indian pictures were put up to make an attractive exhibit. The children enjoyed them and naturally when asked what people they would like to study next, they were unanimous in choosing Indians. This is only one way of directing the activity into the desired channel.

There is a great abundance of Indian material and several excellent outlines to direct this activity. Grace Storm gives a fine one in her book "The Social Studies in the Primary Grades" and another is found in "Teachers' Guide to Child Development."

We are fortunate in having two vacant rooms in our building which the little children use for work rooms. These were some of their activities.

1. In one room they built a big wigwam six feet tall out of poles and gunnysacks, and made Indian designs on it with crayons.

2. Made their own Indian suits out of gunnysacks and put designs on them with crayon.

3. Each made a feather head dress with construction paper.

4. Made several canoes of carton packing boxes.

5. Made a large pueblo type of Indian home from cartons with ladders of sticks.

6. Made bows and arrows.

7. Studied the art designs from real Indian pottery, baskets and rugs.

**A**T the close of this unit of work, several of the mothers helped us transport 21 children to one of the churches in Redlands. This church was having a remarkably fine exhibit of Indian pictures, pottery, rugs, clothing, tools; in fact everything that had come up in our discussions. This was a very fine thing and greatly enjoyed.

Thanksgiving being near, the activity began to include the Pilgrim fathers without abandoning the Indians.

1. The English homes of the Pilgrims were discussed and the causes for their leaving their homes.

2. The adopted homes in Holland.

3. The reason for another move to a new country.

Our study of the Pilgrims was to be finished before Thanksgiving and was to culminate in a party for the parents. Inspired by a frieze made by Mrs. Yeldham and her pupils for her art class, we decided to make a frieze. Our time was so short (because we felt it must be finished for the Thanksgiving party) that the figures were outlined by the teacher and colored by several of the older children. They enjoyed doing it and took great pride in the finished production. We think it was time well spent.

Besides the frieze and the party, the children made many Indian and Pilgrim pictures, worked up a play about Pilgrims and Indians for our party and had a most interesting sand table.

Immediately after Thanksgiving—we turned our attention to Christmas. Our aim was to give the children the knowledge of the big meaning of Christmas as Christ's birthday as well as the happy feeling it brings with that of Santa and Christmas trees.

Our first aim was reached through Christmas stories and a play "The Nativity of Christ," for our Christmas program.

To accomplish the rest of our aim we talked about our customs at Christmas and then began a study of "Christmas in Other Lands," comparing each country with our own. The countries we chose as having the most interesting customs were: Holland, England, Germany, France, Mexico, Italy, Japan, China, Russia. These are the same countries that will be studied before the year is over and the children already have a speaking acquaintance with them.

There are endless ways of correlating every subject and every grade in the room with this activity. While the older children have worked out their activity in a broader sense, the first grade children have been at work in another room making an American house and furniture and co-operative stories to go with their house.

WITH each step of the activity we have correlated our art, music, poetry, story telling, and language. Much research has been done by the pupils and book reports given that were very splendid training. They have taken great pride in their knowledge of other people and enjoy the true and false tests that follow the completion of each country.

The two texts "How and Where We Live" by Allen and "Beginner's Geography" by Shepherd, may be used together to vary the material. It is not necessary for each child to have a text, but he may have access to either or both for reference work. For instance, when we were

studying Eskimos and Norwegians in our Allen text we also found references to the fishing industry. These subjects were discussed fully in Shepherd.

This is the child's first formal introduction to the use of the index for reference work. By using the two texts with the many possible correlations, he becomes independent of the teacher.

This activity method departs from the old idea of having every child in the class doing the same thing at the same time. It appears a more difficult procedure and in fact is, but if the teacher has clearly in mind the outcome and listens for suggestions from the children, their increased interest as well as her own is compensation enough.

\* \* \*

In many Tehama County Schools the teaching staffs are enrolled 100% in California Teachers Association for 1934, according to report from Mrs. Alta S. Ohrt, County Superintendent of Schools, Red Bluff.

\* \* \*

The teachers of Mariposa County are enrolled 100% in California Teachers Association for 1934, according to report received from Louis P. Linn, secretary-treasurer of C. T. A. Central Section. Mrs. Lottie J. Wegener is Mariposa County Superintendent of Schools.

\* \* \*

Among important resolutions of California Teachers Association Bay Section at its recent convention was one relating to adult education, declaring that adult education shall not be diminished but that its scope shall be broadened to meet the ever-increasing needs of our times. Miss S. Edna Maguire, Mill Valley, Marin County, was chairman of the Resolutions Committee.

\* \* \*

### A Child's History of Art

This is a companion volume to Hillyer's "Child's History of the World" and "Child's Geography of the World." It presents a world panorama of painting, sculpture and architecture, in a lively and entertaining style. D. Appleton-Century Company are the publishers.

\* \* \*


### High School Courses Need Revision

A revision of all types of courses of study in the American high school appears to be needed, according to findings of the national survey of secondary education reported in a new federal monograph on "Procedures in Curriculum Making" published by the Government Printing Office.

This monograph, prepared by Edwin S. Lide, specialist in curriculum on the staff of the national survey, constitutes one of 28 special survey reports now in process of publication.



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## Olvera Street, Los Angeles

(Continued from Page 7)

listen to the now plaintive, now gay tunes of the two Mexican youths who entertained by playing the guitar and singing. With a great deal of reluctance we exchanged the shade of the awnings for the baking heat of the street and set out to look at several more of the historic attractions of Olvera Street.

**A**T the north end of the paseo, competently blocking out any traffic that might try to wend its way down its narrow length, was a huge stone water-trough chipped out of solid rock by Indians about 150 years ago. On the east side of the street we inspected a crude fountain marking the site of the zanja madre, or mother well, where the first early settlers of Los Angeles drew their water.

Standing at the fountain, we caught a glimpse of a sign reading, "La Cueva," the cave. I had heard so much about Jose, the candle-maker, who plies his trade in this underground shop, that I was extremely anxious to go over. Just to the right of his shop door stands a monster tall fat candle. We didn't measure it, of course, but it must have been well over six feet.

Jose wasn't making candles on this particular day. But his small, dark shop, saturated with the very prominent, but not unpleasant odor of wax, seemed to be very well stocked. His wares ranged from very tiny candles to great big fellows that would burn, according to his signs, for 72 hours. Jose must have been feeling grumpy because of the heat; for when we said that we did not care to buy any of his beautiful candles but simply to admire them, he gave a very unpleasant grunt which registered his displeasure very effectively.

Since it is the wise sightseer who knows when to go home and not develop a case of tired feet that will ruin an otherwise profitable and enjoyable day, we decided to score on the side of wisdom and return another time to imbibe more of the Olvera atmosphere when it wasn't quite so hot.

Early in the afternoon, my friend and I passed beneath the widespread arms of the tall brown cross which guards this tiny remnant of the old Ciudad de los Angeles.

\* \* \*

## Radio Program

### Education at the Crossroads

State Department of Education

**January 20**—Judge Theresa Meikle, Municipal Judge, San Francisco, "Public Morals and Youth."

**January 27**—C. F. Muncy, State Department of Education, "Getting Your Money's Worth in Public Education."

**February 3**—Musical Program by Oakland Technical High School pupils. Program arranged by Ben Woods, Supervisor of Music, Oakland Schools.

**February 10**—Robert N. Rushforth, Principal of Berkeley Evening High School, "Why an Educational Program of Americanization."

Please note change of time from 6:30 p. m. to 7:00 p. m. Saturday evenings.

## Vacation Impressions

(Continued from Page 9)

definitely, enumerating attractions appealing to the vacationist.

Returning to California by way of Iowa, Colorado, and Utah, a short stop-over was made at Salt Lake so that the noon concert in the Mormon Tabernacle might be attended.

The Royal Gorge and the beautiful Feather River country formed a connecting link between Salt Lake and San Francisco. A day and night in the latter city made possible a visit to the Cliff House and the famous Chinatown district, as well as an evening at the theater.

Last of all came the trip by boat to Los Angeles Harbor. The luxurious accommodations of the beautiful steamship, combined with a full moon shining on the broad Pacific waters, made a fitting climax to a never-to-be-forgotten journey.

Only one thing remained to make the vacation most completely satisfying, the faces of loved ones at the dock smiling a welcome home.



## California---Beginnings

**H**ARR WAGNER PUBLISHING COMPANY has recently brought out California-Beginnings, by Lola B. Hoffman, illustrated by Maurice Hudkins. This admirable reader for children is large in size (8 by 10½), attractively bound, well-printed in large type, on good paper, and with numerous full-page illustrations.

Robert Hill Lane, Assistant Superintendent of Schools of Los Angeles, in the foreword points out that "Miss Hoffman has made a notable contribution to the meager children's literature available. An incurable romantic herself, as well as a skilful and resourceful teacher, she brings to her task a rich equipment of knowledge coupled with a rare sympathy and understanding of the child's heart."

Miss Hoffman, a skilled elementary teacher, instructs a third grade of assorted nationalities in Los Angeles City. Her childhood was lived on a cattle-ranch in Colorado, where she learned to plow, sled, disk, and pull broom-corn. She did her undergraduate work at Whittier College, with a fifth year at U. S. C.

She has a back-yard playhouse in which she and a friend produce puppet-plays. More than 100 puppets have been made and costumed for parts in the various plays produced.

Her literary style is excellent and she has produced a supplementary reader of great interest and value to California children.

\* \* \*

William Holmes McGuffey Memorial Association of Los Angeles (H. P. Maxwell, president) recently held an old-fashioned spelling-match at Franklin High School there. All persons who had ever used the McGuffey Readers were invited to participate.

\* \* \*

Mary E. Morgan recently completed fifty years of service as teacher, principal and member of Santa Cruz city and county Board of Education. She was given a beautiful tribute by the Santa Cruz community at a banquet and program at the Hotel Palomar. C. R. Holbrook, superintendent of schools, was toastmaster; 155 guests were present. Numerous speakers paid tribute to Miss Morgan's long and faithful services in behalf of the children and young people of the Santa Cruz region.

\* \* \*

Mrs. Elsie Browne, chairman, West Division Science Section, Bay Section Institute, Everett Junior High School, San Francisco, and Clyde Polson, chairman, East Division Science Section, Bay Section Institute, University High School, Oakland, report that recent joint-sessions of Bay Region teachers institute science sections held at the University of California were highly successful and the many teachers present voted unanimously to have a similar joint-program next year.

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- VII. THE SUN'S HELPER—AIR
- VIII. A FAITHFUL SERVANT—WATER
- IX. MAGIC DOORWAYS—TELESCOPES
- X. CHILDREN OF THE SUN—THE PLANETS
- XI. FATHER OF ALL—THE SUN
- XII. A FAITHFUL ATTENDANT—THE MOON
- XIII. STRANGE CHILDREN OF THE SUN—METEORS AND COMETS
- XIV. WHEN THE SUN AND MOON PLAY HIDE-AND-SEEK
- XV. THE FAR-OFF STARS

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## Strike Up the Band!

JOHN ROLAND HAWKINS  
*Huntington Park High School*

**S**OME recent cuts-in school budgets have left nothing for instrumental music. Just at a time when economic stress in the home has taken from boys and girls the opportunity for private study the schools have closed their doors to the music teachers and silenced the bands and orchestras.

Pianos are fast disappearing from homes and people whom we do not see furnish our music by means of the radio. Those who are content with this manner of art expression have never experienced the thrill that comes from playing an instrument in a band or orchestra.

Boys and girls, men and women, will spend hours of leisure time in practice and rehearsal that might be used in a much less profitable manner. A subject that finds such a universal appeal surely has educational value and merits a place in the public school curriculum.

The desire to play music is an inherent urge in every child and there is genuine pleasure in learning to play by the group method. Many schools maintain beginning instrumental classes where boys and girls have a chance to try out their talents. Students are started on the various band instruments in classes of about 25, no previous training necessary.

Starting in unison with one tone the students are able to play short melodies in a few weeks. Certainly all these people are not going to become professional musicians. We hope not, nor do we expect them to become professional scientists because they take science or carpenters because they take wood-shop or writers because they take English composition.

But they will undoubtedly live more fully and better for having attained the ability to participate, however humbly, in the school band or orchestra. Also, we must not lose sight of the fact that most of the professional musicians get their start in the schools.

Our high school owns several instruments that have been played on by thousands of students. As many as four students a day often use the same instrument (not the same mouthpiece). These instruments have been in the schools for more than a decade. We often hear a critic condemn the idea of the public furnishing a "horn for Johnny to toot on." We challenge anybody to bring forward a piece of apparatus bought for the schools that can show a more useful and beneficial record than some of these horns. They have brought technical knowledge and artistic

ability to hundreds of students to say nothing of the thrills they have brought to tens of thousands of listeners. It would be no exaggeration should we say millions of listeners because these horns have been used in a dozen seasons of football and scores of parades such as the Tournament of Roses at Pasadena.

At a recent performance one of our players balked at having to use a somewhat antiquated model helicon bass. An alumnus who is now a professional bass player happened to be visiting the band that day and called to account the boy who dared cast reflections against the venerable instrument upon which **he**, the alumnus, had received his start in music. The old bass is now back in favor again. A freshman, sophomore, and a senior keep it in almost continual action.

It has taken a long time to build up the instrumental work in the high schools. Every year standards have been raised and a greater number of students enrolled in the courses. If the six-hour day falls to the lot of our present generation, people are going to be hard-pressed for profitable ways of spending their leisure time. What other high school subject can better prepare for these leisure moments?

The ability to appreciate an art is most quickly developed through learning to participate in the production of that art. The boy or girl who learns to play an instrument will thereby fit himself for a keener appreciation of music.

Let's don't strike out the band!

\* \* \*

## Prudence Brown of San Diego

**P**RUDENCE STOKES BROWN was born, 1862, in Lawrence, Kansas. She came to San Diego in 1883 and was a member of the first class to graduate under Mrs. Annie S. Porter who had opened a kindergarten-training school there in 1887.

Mrs. Brown did pioneer teaching in National City, becoming the first public school kindergarten in San Diego County. She later took advanced courses given by the National Kindergarten College of Chicago and received her diploma and degree there. She was also one of the first kindergartners in Pasadena, being associated with the public schools of that city for seven years.

Always devoted to the education of the young child, after these years of kindergarten teaching she studied under Dr. Maria Montessori in 1915 and in 1917. Her enthusiasm for this new work (which included children of the nursery and pre-school age) led her into efforts to establish a definite place for these little children in the public school system of San Diego. Leaving the public school, she founded a private Montessori school as a demonstration.

She passed away October, 1933, having lived a life of loving service on behalf of little children.

## Mrs. Mary Prag

A. J. CLOUD

*Chief Deputy Superintendent of Schools  
San Francisco*

**M**RS. MARY PRAG recently attained the age of 88 years, which occasion she celebrated with the zest and eagerness of youth. Those who have had opportunity to see Mrs. Prag at work and to observe her tenacity of purpose and power of achievement should be and are the first to acclaim and acknowledge those brilliant talents that have been ceaselessly devoted to the cause of education for a span considerably beyond the half-century mark.

Mrs. Prag opened her career as a classroom grade teacher in 1864 in the San Francisco Public Schools. She resigned in 1865, returned to service in 1871, and was promoted to high school work in 1876.

In 1887 she was made head of the history department of the Girls' High School where she served under the great John Swett, principal of the school, whom she has always held in the highest regard. From 1905 until 1920 when she retired from active teaching duties, Mrs. Prag was vice-principal of the Girls' High School.

In 1921 she was nominated by (the then) Mayor James Rolph, Jr., to membership on the San Francisco Board of Education, which had



*Mrs. Mary Prag*

recently been re-organized, and this choice was duly ratified by the voters.

In 1922, and again in 1929, she was re-nominated and re-elected. Distinguished service to the San Francisco schools in her capacity as a commissioner has been rendered by Mrs. Prag over these last several years.

Being felicitated on her 88th birthday, her blue eyes twinkling with the lustre of a school-girl, Mrs. Prag described the beginnings of sec-

ondary school education in San Francisco. "The original San Francisco High School was located at Powell and Clay Streets," she said. "Later, in 1864, that high school was re-organized and the Girls High School, branching out from it, was placed at Bush and Stockton Streets. It is a school from which many notable California women have been graduated."

Mrs. Prag was one of the earliest champions of teacher rights, being foremost in the prolonged struggle to secure rational tenure and retirement legislation. She was one of the strongest supporters of the University of California in days when many wavered. She has been and is one of the staunchest advocates of retaining the best in the old while making adjustment to the good in the new.

\* \* \*

### A Pathway For All

**A**T the Sonoma County Teachers Institute an important statement of principles was drawn up and adopted. Among the 9 sections we have selected for reproduction here No. 8 which reads as follows:

"We, as teachers, wish it recorded that our major objective is no longer to pursue an academic curriculum with a view to preparing a special few for higher education, nor is our primary objective to increase the money earning power of our learners; but to safeguard our American ideals through the building of a common integrating culture, a culture which will be a pathway for all toward a richer and fuller life."

\* \* \*

California Vocational Federation, affiliated with the American Vocational Association, has for its motto, "Education for Life Work." The secretary is John George Miller of the Frank Wiggins Trade Evening School, Los Angeles. The Federation has published extensive mimeograph materials of great practical interest and value.

\* \* \*

### C. T. A. Central Section Resolutions

**A**T the recent convention of C. T. A. Central Section, held at Fresno, important resolutions were passed, among which the following are of particular significance,—

Urging utmost resistance against efforts to take from school boards the right to govern the financial and educational affairs of their districts;

Urging every effort to maintain the present system of collecting and disbursing school monies until a more equitable taxation program is developed;

Urging that no tuition fees be charged and that public education be free to all the children of all the people;

Deploing any attempt to lower the compulsory school age;

Declaring that adult education should be extended.

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Room 1, 2163 Center Street, Berkeley

### Central

#### Walter A. Knapp, President

Rural General Supervisor, Merced

#### Louis P. Linn, Secretary

Principal, Washington Union High School  
Route 6, Box 100, Fresno

### Central Coast

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#### T. S. MacQuiddy, Secretary

District Superintendent of Schools  
High School, Watsonville

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Principal, Fort Bragg Junior High School

#### Miss Shirley A. Perry, Secretary

Teacher, Union High School, Ukiah

### Northern

#### Fordyce Stewart, President

State Teachers College, Chico

#### Mrs. Portia F. Moss, Secretary

County Superintendent of Schools, Auburn

### Southern

#### Jennie Young Freeman, President

Teacher, Glendale High School

#### F. L. Thurston, Secretary

307 Continental Building  
408 S. Spring Street, Los Angeles

• • •

Dr. Joseph Marr Gwinn, retiring superintendent of San Francisco schools, was honored recently at a banquet at the Palace Hotel, San Francisco, attended by more than 500 San Francisco school-people. The affair was held under the auspices of the Principals Association of San Francisco; George Learned, principal of Portola Junior High School and president of the Association, presided.

There were numerous speakers. Dr. Gwinn and Mrs. Gwinn were presented with substantial tokens of esteem, also with a parchment testimonial which praised the educator's self-sacrifice, vision, inspiring leadership and chivalry.

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## School News Broadcast

**S**CHOOLS of San Francisco bay region, in co-operation with the Call-Bulletin and National Broadcasting Company, are conducting a significant and unique experiment in the use of radio in education.

Important contemporary world events—news-happenings only minutes or hours old—are presented from 9:45 to 9:55 a. m. each school-day over station KPO. Broadcasts are edited and delivered by Luther Meyer.

The co-operative experiment was initiated on August 28, 1933, with school departments of Alameda, Berkeley, Oakland and San Francisco participating. It has been utilized since in schools scattered over a wide area.

The intention is to put into the schools direct and simple statements of important news of the hour. These would provide the basis for study and discussion of problems of living by way of preparation for better, more intelligent living. They are presented with the hope that a pattern of increased interest in serious discussion will be established, yielding dividends in better citizenship.

The broadcast is believed to be unique in two respects.

So far as is known, it is the only news broadcast to go into schools.

The age and grade spans of usefulness of the feature are believed to be wider than those of any other school broadcast.

The program was designed originally for use in grades five through nine, but is being used successfully through grade twelve.

The Oakland School Department, through Assistant Superintendent E. W. Jacobsen and I. Keith Tyler, assistant director of curriculum, has developed an elaborate check-sheet covering every detail of broadcast delivery, content and use, for evaluation of effectiveness.

### Evaluation of Broadcasts

Among broadcast qualities checked are vocabulary, enunciation, quality of speaker's voice, rapidity of speaking, length of broadcast, choice of news items, child appeal, human touches, time spent on important items, student and teacher reactions, activity of classes during and after broadcasts, atmosphere of rooms during broadcasts, parent reactions, rooms used and size of groups hearing broadcasts.

Checks indicate that ideal conditions are supplied when single classes hear the broadcast in their own classrooms, free from outside distractions, with adequate preparation and intelligent follow-up under inspired teacher leadership.

The broadcast is intended only to provide an extra tool for the classroom teacher, to help vitalize instruction and to stimulate individual initiative on the part of pupils. Early checks indicate its usefulness and possibilities are limited by three variables: teacher initiative and leadership; reception conditions; and editing and delivery of content.

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## Yolo County Honor Schools

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High: Davis Joint Union, Clarksburg, Woodland.

\* \* \*

Jerome O. Cross, Santa Rosa Superintendent of Schools, recently received the degree Doctor of Education at University of California. His thesis was entitled "Insurance of Public School Property by the City School Districts of California," a handbook of insurance for the schools of California. Dr. Cross is a member of the California Bar; did his undergraduate work at Carleton College and University of Utah, and received his Master's degree at University of Chicago.

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## The Depression's Menace to Our Public Schools

(Continued from Page 20)

among them, even hoped to introduce gradations of rank found in British society. To the aristocracy, accustomed to power and privilege, the education of 'simple men' seemed undesirable and mischievous.

"The memory of the people is proverbially short. Today they may surrender without a struggle precious rights or privileges for which they made a supreme sacrifice but yesterday. If the leaders of American business today have no suggestions for meeting the present situation beyond proposing a general restriction of the educational opportunities of the boys and girls of the nation, then are they indeed intellectually bankrupt."

Our children are our most precious asset. Their educating is our most cherished and most responsible task. Our schools are our most valuable instrument of democracy.

The answer of the people of California to those who would wreck our schools is: "They Shall Not Pass!"

### Evils of the 5 Percent Limitation

*To Those Interested in the Cause of Education:*

**T**HE following resolution adopted by the Contra Costa County Trustees Association is an effort to express the feeling of disapproval, on the part of that body, toward the direct challenge to their integrity and ability implied in being asked to submit, to the State Board of Equalization, a plea for permission to spend funds raised, in most cases, within their local district by permission of their citizens.

I have been asked to distribute this resolution in the hope that it will be suggestive. Possibly similar action might be taken by interested trustees in a concerted effort to convince the legislators and the administrators of our law, that such efforts toward an undue centralization of budgetary control is not in harmony with the principles of the public school system or in line with desires of the people of California.

Perhaps if this is accomplished, at the next session of the Legislature there will be less effort needed to induce our legislators to modify the existing law in conformity with good practice.—B. O. Wilson, Contra Costa County Superintendent of Schools, Martinez.

The following resolution was passed unanimously by Contra Costa County Trustees Association at a special meeting held in Martinez Junior High School November 9, 1933.

Whereas, an adequate system of school support is essential to the preservation of a democratic state, and

Whereas, the Contra Costa County Trustees Association is vitally interested in the welfare and progress of the schools, and

Whereas, the elected representatives of the people of a school district should control the schools of that district, and

Whereas, recent legislation has taken the control of school district finances from the duly-elected constituted authorities of the school districts of California, and

Whereas, the application by the State Board of Equalization of the 5% limitation on expenditures has worked a great hardship on school districts, and

Whereas, ex post facto legislation has made it impossible for some school districts to carry on their essential educational program, and

Whereas, the State Board of Equalization has denied the reasonable request of many school districts, even though these districts are in great need, and

Whereas, many school districts in California are faced with the necessity of greatly reducing their school term as a result of the application of the 5% limitation of disbursements, thereby curtailing the educational rights of children, now therefore be it

Resolved, that the Contra Costa County Trustees Association disapprove and protest the principle of the 5% limitation on disbursements and the educational policy of the State Board of Equalization of denying assistance to school districts in great financial need; that copies of this resolution be sent to Senator Sharkey and Assemblyman Anglim, to the State Board of Equalization, to each trustees association in the state of California, and to the Superintendent of Public Instruction.

Contra Costa County Trustees Association  
J. O. Ford, Secretary      W. E. McDermott, President

### A Book of Modern Letters

**M**ACMILLAN COMPANY has brought out A Book of Modern Letters, compiled and edited by Sarah Augusta Taintor and Kate M. Monro. This collection, serious and humorous, of the last half-century, presents a convincing argument that the art of letter-writing has not been lost.

A wide field is represented—greeting, congratulation, and regret; thanks for hospitality, of appreciation, and of acknowledgment; condolence and of apology; and many others. There are letters from novelists, poets, historians, journalists, critics, artists, statesmen, bankers, inventors, and engineers.

This volume is one of the Macmillan New Pocket Classics, a fact which adds no small bit to its attractiveness, carrying as it does the series reputation for attractive and durable binding, competent editing, good illustrations, and an unbelievably low price, 60 cents.

## Los Angeles Principals Club

### Silver Anniversary Celebration

**C**ELEBRATING its 25th anniversary, over 450 members of Elementary Principals Club of Los Angeles school system recently held a reception and dinner. The dinner-table was graced by a six-layer cake eight feet tall, confectioned by Frank Wiggins Trade School, under direction of N. C. Carlson, pastry instructor. It required 54 gallons of batter; 25 electrically-lighted candles were placed on the cake before it was carved at the birthday ceremony.

The celebration recalled the founding of the club in 1908, when there were only 22 elementary schools with 146 teachers, one high school with 10 teachers and one night school with one teacher. Since that time the Los Angeles school system has grown to 297 elementary schools with approximately 5000 teachers, 22 junior high schools with 1289 teachers, 35 high schools with 2633 teachers, one junior college with 159 teachers, and night schools and special classes with 1227 teachers.

Frank A. Bouelle, now superintendent of city schools, was the first president of the club, which was the first organization of Los Angeles city teachers. The president of the club now is Raymond E. Pollich, who was born and educated in Los Angeles, being a graduate of the University of Southern California and Los Angeles High School.

Superintendent Bouelle, Mrs. Susan M. Dorsey, former superintendent of schools, Dr. E. C. Moore, provost of the University of California at Los Angeles, and all the members of the Board of Education were among those present for the ceremonies.

\* \* \*

## C. T. A. Central Coast Section

### Organization for 1934

President: Edna H. Young, Superintendent, Santa Cruz County, Court House, Santa Cruz.

Last past President: Mrs. Gladys R. Sollers, Teacher of English, Senior High School, San Luis Obispo.

Vice-President: James P. Davis, Principal, San Benito County High School and Junior College, Hollister.

Treasurer: J. H. Graves, District Superintendent, Monterey Elementary Schools.

Secretary: T. S. MacQuiddy, District Superintendent, Watsonville Elementary and High School Districts.

### Council Representatives

Melroe Martin. Term 1932-34. Superintendent, Salinas Union High School and Junior College.

Edna H. Young. Term 1932-34.

C. A. Brittell. Term 1933-35. District Superintendent, Hollister Elementary Schools.

Marian Van Gilder. Term 1934. Teacher of English, Junior High School, San Luis Obispo

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### Ex-officio Committeemen

Blanche L. Davis, Superintendent, San Benito County; James G. Force, Superintendent, Monterey County; Edna H. Young, Superintendent, Santa Cruz County; Robert L. Bird, Superintendent, San Luis Obispo County.

### Special Committeemen

High School Principals: W. E. Elmer, Principal, Santa Cruz Senior High School.

Elementary School Principals: Joseph A. D'Anna, Supervising Principal, Watsonville Elementary Schools.

### County Committeemen

San Luis Obispo County: Mrs. Alberta Price, Teacher of Fourth Grade, Hawthorne School, San Luis Obispo; Henry L. Minetti, Teacher of Shop and Art, Coast Union High School, Cambria.

San Benito County: Winnie Mae Mackey, Rural Supervisor, San Benito County, Court House, Hollister; Margaret McAuliffe, Teacher of Third Grade, Fremont School, Hollister.

Monterey County: John Lemos, Junior College Registrar, Salinas Union High School and Junior College; Mrs. Lois S. Johnson, Teacher of Eighth Grade, Bay View School, Monterey.

Santa Cruz County: Mrs. Josephine Tyler, Teacher, Zayante School, P. O. Box 183, Santa Cruz; Margaret Williams, Teacher of Social Science, Branciforte Junior High School, Santa Cruz.

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## School District Finances

(Continued from Page 48)

derived from county taxation and not from . . . money distributed by the state."

The Appellate Court, as a matter of fact, did make an interesting statement with reference to that proviso of section 15 of Article XIII, which reads as follows:

"Provided, however, that all sums so apportioned shall be considered as though derived from county and city and county school taxes for the support of county and city and county government and not money provided by the state within the meaning of said section, nor shall any revenues so apportioned be regarded as appropriations from the funds of the state within the meaning of section 34a of Article IV of this Constitution."

The court said that it would appear that such sums would not appear to come within the provisions of section 20 of Article XI of the Constitution limiting expenditures. The Court went on to say, however, that that question was so far outside the issues of the case that the Court was not to be considered as expressing any opinion thereon.

The decision of the Supreme Court on the appeal of the case will be a most important one.

## Coming Events

**January 27-29**—Child Labor Day.

**February 3**—C. T. A. Board of Directors; regular bimonthly meeting; San Francisco.

**February 24-March 1**—Department of Superintendence, N. E. A.; Cleveland, Ohio.

**March 3**—State Department of Education. Regional conference of elementary school principals and district superintendents; Santa Ana.

**March 24**—State Council, California Elementary School Principals Association; annual meeting; Pasadena.

**April 7**—ditto; Chico.

**May 13-19**—National Congress of Parents and Teachers; 38th national convention; Des Moines.

**June 30-July 6**—National Education Association; Washington, D. C.

**July 9**—California School Employees Association; annual conference; Berkeley. George J. Luhrsén, of Tracy, is president.

**September 3-6**—American Public Health Association; 63d annual meeting; Pasadena.

## In Memoriam

Mrs. Minerva C. Rosseter, wife of F. S. Rosseter (former principal of Fremont High School, Oakland, who passed away in 1915). Mrs. Rosseter taught music in Oakland.

Mrs. Florence Vivian Butz, Director of Welfare Work, ATOLA, Los Angeles.

Howard W. Arbury, western representative of Eastman Teaching Films, Inc. His home was Hollywood; he was widely known among California school people.

John McManus, teacher, Franklin High School, Los Angeles.

Mrs. Luverne Hughes, commercial teacher, Sequoia Union High School, Redwood City. She began teaching at Hollister. Her husband, Merton F. Hughes, teaches in Galileo High School, San Francisco.

Mrs. Nettie Windrem Taylor, principal, Lincoln School, Richmond; a pioneer teacher there, having begun her work in Richmond in 1906.

Adrienne Cerf, veteran San Francisco language teacher at Polytechnic and Mission High Schools. Member of a pioneer California family, she graduated from University of California. She headed the Jewish Welfare Board work in France following the World War.

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